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ABSTRACT

During the school year 1973-1974 the Division of Elementary Education at the University of Georgia had undergraduate programs involving field work in 13 schools. The schools were divided into three categories: centers for competency based teacher education, field experience centers, and teacher corps centers. These programs required the assignment of teams of professors and students to local elementary schools for work with classroom teachers and pupils. A survey was conducted on the classroom teachers' perceptions of and reactions to the field based programs. This report presents an analysis of the survey results. Response to the survey indicated the following reactions: (1) teachers perceived the field-centered programs to be beneficial and well operated; (2) teachers felt the programs benefited pupils in that greater individualization of learning was possible and that teachers themselves were frequently stimulated by the presence of college personnel; (3) students enjoyed their field-based contacts and experiences; (4) on the whole, classroom teachers felt that student teachers frequently taught well and related well to pupils. Four appendixes included in this report contain sample questionnaires given to teachers for evaluation and tables giving responses to individually observed student teacher behaviors. (JD)

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Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-1974

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The College of Education
University of Georgia
Athens, Georgia
June, 1975

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Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-1974

Division of Elementary Education
Field Experience Survey Committee

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The College of Education
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Teacher Perceptions of and Reactions to Field Based Programs in Early Childhood, Elementary, and Middle School Education at the University of Georgia, 1973-1974

Introduction

During the school year 1973-1974 the Division of Elementary Education at the University of Georgia had undergraduate programs involving field work in thirteen schools. Seven of these schools were designated as Field Experience Centers, four as Centers for Competency Based Teacher Education, and two as a Teacher Corps Center. These programs required the assignment of teams of professors and students to local elementary schools for work with classroom teachers and pupils for varying amounts of time.

In the Spring Quarter, 1974, the Division established a committee to survey the classroom teachers' perceptions of and reactions to the field based programs. A common instrument was used to survey teachers in each of the three types of field based programs. This report presents an analysis of the survey results.

History of Field Experience Programs at the University of Georgia

Historically, the elementary education program has included field experiences prior to student teaching. Earlier these were on a limited basis. A typical plan, prior to 1968, involved a two week period of classroom observation and participation during the quarter before student teaching. Student teaching was full time for one quarter.

The idea for more extended field experience grew out of the Georgia Educational Model Specifications . . . .(Johnson, Shearron, and Stauffer, 1968). These plans for an exemplary elementary teacher preparation program recommended that students begin earlier and spend more time practicing teach-

ing skills in real teaching situations. The rationale for this included placing students in relevant and meaningful learning situations. It was thought that progressive teaching proficiency could also be effectively measured under actual performance conditions even before student teaching.

Pilot projects began each September during 1969, 1970, and 1971. The existing program of study in elementary education was divided into four blocks of course work with field experiences related to each block. (See Fig. 1) These four blocks were completed during the junior and senior years.

The first pilot project, begun in 1969, had an enrollment of approximately 15 seniors who were registered for Field Experience III. This group of offerings, formerly called the "curriculum block," included elementary curriculum, science, social studies, and language arts methods.

Field Experience levels II and IV pilot groups began in 1970. The level II block included elementary curriculum, mathematics methods, physical education methods, and educational psychology. The pilot group enrolled in fifteen quarter hours of student teaching, Field Experience level IV, was placed in a Student Teaching Center, with the college supervisor working full time at the center.

Field Experience level I was begun in 1971 and included introduction to education, health education, and child development.

At each of the levels I, II, and III there were teams of university instructors of the block courses, fifteen to twenty students, and the teachers in an elementary school center. At each experience level course work was closely related to field work. Approximately half of the scheduled classtime was spent in the field centers. The instructor from elementary education coordinated the field work of students, college faculty, and classroom teachers.

Professional Sequence for Elementary Education Students[1]

Professional Education

	Hours Required
Field Experience I (11 hrs. req.)	
EFN. 303, Introduction to Education	5
HED. 344, Problems of Health Education	3
EPY. 201, Human Development	3
Field Experience II (18 hrs. req.)	
EEL. 333, Elementary Curriculum	5
EPY. 304, Educational Psychology	5
PED. 307, Physical Education Methods	5
EMT. 337, Mathematic Methods	3
Field Experience III (14 hrs. req.)	
EEL. 334, Principles & Practices of Teaching	5
EEN. 338, Language Arts Methods	3
ESC. 339, Science Methods	3
ESS. 340, Elementary Social Studies Method	3
EAV. 400, Educational Media***	3
ART. 305, Art & Child	5
EEN. 300, Children's Literature	3
MUS. 303, Music Methods*	3
MUS. 304, Music Methods	3
ERD. 401, Teaching Reading	5
ERD. 402, Analysis & Correction of Reading Problems	5
Field Experience IV	
EEL. 345, Practicum	1
EEL. 346, 7, 8, Student Teaching	15

*Student may exempt course by examination.
***To be part of each field experience or taken separately.

Figure 1

[1]Taken from the Handbook for Students in Elementary Education, College of Education, The University of Georgia, May 1971.

By 1971 there were approximately three centers operating at each of the four levels of the program making a total of twelve participating elementary teams and schools.

On June 1, 1972, a special two year project funded by the United States Office of Education, the Athens Teacher Corps, was begun as another field based program. Interns in this program, with designated University personnel and Clarke County School personnel, spent 60% of their time in two Clarke County schools.

In the Fall of 1972 two schools previously designated as field centers were combined to allow for another pilot project, a comprehensive Competency Based Teacher Education program. This effort placed 60 junior and seniors, 12 instructors, and the faculties of two elementary schools in a team arrangement for four quarters. The students did all their work with one team in the two centers. The CBTE team attempted to specify essential competencies, and then to individualize instruction and evaluate learning in terms of these competencies.

Two additional CBTE teams were initiated in September, 1973, and each involved one elementary school center. This brought the total to three CBTE Programs in four schools, the Teacher Corps Program in two schools, and Field Experience Programs in seven schools.

The Field Experience Program, the Teacher Corps Program, and the CBTE Program are described in more detail in the following sections.

Descriptions of Field Based Programs, 1973-1974

Field Experience Programs for Students in Early Childhood, Elementary, and Middle School Education

The Field Experience plan was composed of three quarters of professional course work arranged as blocks of courses in order that work could be interrelated with pertinent experiences in a school classroom. A fourth quarter was fulltime student teaching. The student in Early Childhood or Elementary Education was in a different school each quarter, usually placed with a different age level of children, and worked with a different faculty team. There was only one Middle School available for the first three levels of field experience; therefore, students remained in this school for three experiences. A member of the faculty of Early Childhood, Elementary, or Middle School Education served as coordinator of the faculty team and of the field experience at each level. The coordinator accompanied students to the field center, arranged for placement of students in appropriate classrooms, conferred with teachers and other school faculty, observed and conferred with students, and guided planning and evaluating. In the first three field experiences other instructors of campus courses visited the center to observe and confer with students on scheduled dates.

Goals of the program were set in terms of the criteria for teacher education in Georgia. Included in these were (1) objectives of each college course scheduled at the time of the experience, (2) objectives of the school in which the student was placed, and (3) personal objectives of students involved. Goals, stated generally, were for the development of a competent classroom teacher. Specific objectives for each experience level were aimed toward the student's achievement of such competence.

In Field Experience I, usually scheduled early in the junior year, the Elementary and Early Childhood students were enrolled in course work entitled Introduction to Education, Human Development, Health Education, and The Teaching of Reading. Field experiences (approximately four hours per week) were planned to provide opportunities for first-hand knowledge of the purposes and philosophy of a school involved with growing, developing children. The student observed teaching and completed guided experiences in planning for and teaching reading and health to children. In Field Experience I the Middle Grades major was enrolled in Introduction to Education, The Nature of the Middle School Learner, and Methods of Teaching in his first selected teaching area. For his field experiences he was assigned to work with a teacher in the area of his specialization.

At the level II Field Experience the Elementary major was enrolled in Elementary Curriculum, Educational Psychology, Methods of Teaching Physical Education, and Methods of Teaching Mathematics. The instructor of Curriculum served as coordinator of this experience. Faculty members teaching the other courses worked with the coordinator as a team in setting objectives and in evaluating progress of students. Objectives at this level were set to provide the student with (1) active knowledge of curriculum planning for the age group with which he was working, (2) knowledge of and observation of the ways children learn, and (3) teaching competencies through guided experiences in planning for and teaching physical education and mathematics to children. A second field experience for the Early Childhood major consisted of assignment to a nursery school or kindergarten for work with teachers and young children. During this time the student was enrolled in related course work such as Program Activities and Parent Education. The Middle School student

in Field Experience II completed course work in Psychology of Learning, Personal Counseling, Communications Skills, and Methods of Teaching in his second area of specialization. For his field work he was assigned to a teacher who worked in this area of specialization.

Level III Field Experience, scheduled in the senior year, for the Elementary and Early Childhood Major was composed of course work in Principles and Practices of Teaching, Language Arts Methods, Science Methods, Social Studies Methods, and Educational Media. Instructors of these courses worked as a team, with the instructor of Principles and Practices serving as coordinator. At this level students spent a minimum of eight hours a week in the field center. The campus work and the related field experiences were planned to guide the student toward knowledge of and competency in general teaching practices (record keeping, reporting to parents, classroom management, etc.) as well as to provide opportunities for the development of competencies in teaching language arts, science and social studies. In Field Experience III the Middle School Education Major was assigned to a team of teachers working in his two areas of specialization.

During Field Experience IV, full-time student teaching for one quarter, each student was assigned to a supervising teacher and to a college supervisor. Teaching and management experiences increased by an accelerating plan until the student teacher was in charge of the total teaching situation for a period of two weeks. Objectives for the student teaching experience included (1) further development of teacher competencies in the many facets of the teaching operation, (the ability to diagnose needs, visualize, plan for and guide whole-day activities, interrelating appropriate learning experiences, or isolating a particular area of learning as appropriate to the

needs of pupils), (2) the development of the ability to diagnose self-needs, and (3) competence in working as a member of a faculty team. During this quarter there were frequent seminars for groups of student teachers. Seminar topics evolved from needs of the students. Frequent scheduled observations, followed by conferences, were arranged by the college supervisor as opportunities for continuous evaluation and guidance. Video-taping of the student teacher at work was used as one opportunity for student self-evaluation.

Students were required to apply for admission to each field experience. The screening of applications was a method of assessing readiness for a particular level of experience. Within each field experience continuous evaluation was made by the teacher to whom a student was assigned, by the coordinator, and by other instructors. At the end of the student teaching quarter an evaluation form, designed to assess teaching competencies, was completed by the supervising teacher, and by the college supervisor. These evaluations became part of the student's College Record and were available for examination by recruiting personnel from school systems.

Athens Teacher Corps Project for Students in Early Childhood and Elementary Education

The Athens Teacher Corps was a two-year program extending from 1972 to 1974. Interns for this program were rising juniors in early childhood and elementary education programs. Throughout the two years they spent 60% of their time in the public schools. The entire professional course sequence was offered as a field oriented program with a majority of the courses taught on site.

Interns were assigned to teaching teams in Oglethorpe Avenue and Oconec Street Elementary Schools. During the two years, they generally had experiences with both primary and intermediate levels. In every case they were assigned to the same project school.

Evaluative and prescriptive interviews with each intern were conducted by the director, associate director, curriculum and evaluation specialist, team leader, and team teacher once each quarter. Following the interviews progress of individual interns and the need for termination or extension of specific experiences was determined by concensus of the administrative staff. Evaluations were made on a competency based instrument.

Continuity was maintained in the two schools by the director, associate director, and curriculum director who visited each school at least twice each week.

Individualized sequencing and timing of program experiences were arranged. Some interns required more than one quarter to complete a particular course while others demonstrated exit performance in much less than a quarter. Interns completed the student teaching sequence in increments of five hours for each of three quarters. These were described as: (1) personal and professional characteristics; (2) teaching performance; and (3) classroom organization and control.

Competency Based Teacher Education Program for Students in Early Childhood and Elementary Education

Approximately 200 students participated in three Competency Based Teacher Education teams in the Division of Elementary Education in 1973-1974. Each team operated in one or two local elementary schools and included 50-75 students, and 12 university instructors. The elementary

schools involved were Gaines, Barrow, Fowler Drive, and Barnett Shoals.

Within the teams, competency based teacher education was defined as "a teacher preparation program which precisely specifies that teachers must be able to exhibit those teaching behaviors assumed to promote desirable learning among pupils" (Student Handbook, 1974). This meant that prospective teachers were expected to demonstrate specific skills in teaching children. There were four basic assumptions underlying the operation of the Georgia C.B.T.E. Program (Student Handbook, 1974). These beliefs gave philosophical direction to the teams:

1. Most of the competencies needed by teachers can be specified and assessed.
2. Teacher education should be field based.
3. A teacher education program should serve as a model for effective teaching.
4. Teacher education is a joint responsibility of the public school, state education agency, and the teacher preparation institution.

The major emphasis of the instructional program was upon the acquisition and demonstration of approximately 25-30 generic teaching competencies. Generic competencies were defined as teaching skills which may be used with a range of subject matter content.

Some of these competencies (Student Handbook, 1974) are listed below:

1. The teacher determines the instructional needs of pupils.
2. The teacher plans learning activities for individuals and small groups.
3. The teacher accepts pupils ideas and opinions even though they differ from his own.

All students were asked to acquire most of the generic competencies. Exceptions were made on an individual basis, however, and students were given the opportunity to select and develop other competencies.

Complementary to the instruction on generic competencies, were sets of experiences involving subject matter specific competencies and field activities in the local schools. All instruction was field based in the sense that students were required to practice and demonstrate proficiency in real life situations.

One of the major focuses in the program was the human relations training. The purpose of this phase was to educate students to counsel with pupils in the most helpful ways. Training procedures were carried out in small groups by professional counselors and students were encouraged to be sensitive to what others communicate and to communicate well themselves. To motivate students, preassessments were conducted on both Discriminative and Communicative Indexes to determine their "helping level." There are five levels which range from level one, which is hurtful, to level five, which is helpful. The idea is that students will be motivated to move up the scale towards level five (Student Handbook, 1974).

The field experiences in the instructional program occurred in local schools under close supervision of both university staff and classroom teachers. The maintenance of these centers required a strong cooperative relationship to assure that both university students and elementary pupils received the best educational opportunities. Students in each team spent about half their time in campus related activities and half in field centered activity.

Another feature of the program was the way in which the teams were governed. Representative students, teachers, and instructors formed councils to determine policy and to direct the operation of the teams. The authority of the governance groups ranged from establishing lists of competencies to determining amounts of field experience. This group also resolved conflicts

within the team and evaluated the effectiveness of the program. Some of the advantages of the team governance idea included: (1) a more realistic program because of teacher involvement, and (2) a strong motivating effect upon students, instructors, and teachers because each group was represented in the governance process.

In conclusion, the Competency Based Program at the University of Georgia was based upon the assumptions that (1) teacher education should be based upon specified teaching abilities; (2) students should be taught and assessed in an individualized fashion both on campus and in field centers; (3) teams should emphasize the human relations role in teaching; and (4) governance of C.B.T.E. teams should occur in a democratic manner.

Field Centers, 1973-1974

During the school year 1973-1974 approximately 325 Elementary and Early Childhood majors in the Field Experience programs were placed in the following school centers: Level I, Oglethorpe County, Winterville, and West Broad Elementary Schools: Level II, Winterville; Level III, Oglethorpe County, Winterville, Whitehead Road, West Broad and Chase Street Schools; Level IV, Alps Road Elementary School.

Elementary and Early Childhood Education majors participating in the CBTE program that year totaled approximately 240 students. Each School designated as a center for a CBTE program accommodated Levels I, II, III, and IV students. Gaines, Barrow, Fowler Drive and Barnett Shoals Elementary Schools served as centers for this program.

The Athens Area Teacher Corps Project, including 58 students majoring in Elementary Education, operated in Oglethorpe Avenue and Oconee Street Schools. During 1973-1974 all of these students were in levels III and IV.

Burney Harris was designated as the center for levels I, II, and III for the Middle School Education majors. Forty-three students participated in levels I, II, and III during 1973-1974.

The total number of students in field centered programs during 1973-1974 was approximately 613.

Methods and Procedures

A survey questionnaire, Teacher Perceptions of and Reactions to Field Experience Programs, was developed in the Spring of 1974 (Appendix A). Demographic data (number of students assigned to individual teachers, amounts of time students spent in the classrooms) was gathered in order to provide an overview of the conditions which influence teacher perceptions and reactions. The main part of the questionnaire was designed to survey these perceptions and reactions.

The survey was composed of 32 items categorized a priori into four areas. These included teacher perceptions of and reactions to: (1) the value of the field experience program to teachers, to pupils, and to the school program; (2) the value of field experiences to college students; (3) student performance in the field experience; and (4) the management of the programs.

Items on the instrument were stated in accordance with the "ideal program." Respondents were asked to identify the extent to which they perceived the achievement of this ideal.

The instrument was distributed during the spring quarter of 1974 to the 135 teachers who supervised field experience students during 1973-1974 school year.

Analyses of Results

The results of the survey, Teacher Perceptions of and Reactions to the Field Experience Programs, were compiled and tabulated (1) according to the total number of responses (Appendix B) and (2) according to the responses of teachers in individual field centers (Appendixes C and D). Survey results were further tabulated according to four categories of items, then, again, according to the 32 individual items. Means and standard deviations were computed for each tabulation (Appendix D).

In response to questions in Category I, Value of the Field Experience to Teachers and Pupils, the means ranged between 4.12 and 4.40 on a 5.0 scale with standard deviations ranging between .93 and 1.13. This indicates that the respondents perceived the field experience to be "frequently valuable" (4.0) or "almost always valuable" (5.0).

Responses to Category II, Value to University Students, showed means ranging from 4.67 to 4.86, with standard deviations ranging from .42 to .70. The indication is that respondents perceived the field experience to be "frequently valuable" (4.0) or "almost always valuable" (5.0).

Perceptions of Students' Performance, Category III, resulted in a mean distribution of 3.74 to 4.57, with standard deviations ranging from .63 to 1.145. This reflects that the respondents varied in their perceptions of the teaching performance of students from "occasionally skillful" (3.0) to "almost always skillful" (5.0).

Category IV, Perception of Management of the Program, responses showed a mean distribution of 2.80 to 4.63, with standard deviations ranging from .67 to 1.30. This indicates that respondents varied in their perception of the program management to be from "occasionally satisfactory" (2.0) to

"almost always satisfactory" (5.0).

Graphs were drawn comparing the responses of teachers from individual schools with responses of the total population. Little dissimiliarity was found (Appendix C).

Discussion and Conclusions

Survey results, as indicated by the means of responses to items in each of the four categories, reflect that teachers perceived the field centered programs (1) to be beneficial to all persons concerned and (2) to be well operated.

In Category I, Value to Teachers and Pupils, the mean response was 4.27. Teachers perceived the programs to benefit pupils frequently in that greater individualization of learning was possible, positive academic gains and gains in social growth resulted from participation in these programs. Responses indicated that the programs were beneficial to the teachers themselves in that they were frequently challenged in their own teaching, frequently stimulated by the college personnel and assisted by the college personnel in solving curriculum problems. Consistency among teacher perceptions concerning items in this category was fairly high; standard deviations ranged from .93 to 1.13.

In examining responses to items in Category II, Value to University Students, a mean of 4.73 was found. This indicates that teachers perceived that the students enjoyed their field based experiences and profited from their contacts with pupils and teachers. Agreement in responses was high, standard deviations ranged only from .42 to .70.

Responses to items in Category III, Students' Teaching Skills, resulted in a mean of 4.21, implying that teachers perceived the students (1) to teach well frequently, (2) to relate well to pupils, teachers, and peers, and (3) to

be effective in management and classroom control. There was little agreement found in the responses to the items concerning management and classroom control, however, Standard deviations for these two items grouped together ranged from .30 to 2.12.

An examination of items eliciting teacher responses concerning students' teaching skills in specific elementary school subjects revealed the following:

(1) Health and Physical Education, means of responses ranged from 2.50 to 4.50.

(2) Mathematics, means of responses ranged from 3.25 to 4.50.

(3) Reading, means of responses ranged from 4.00 to 4.75.

(4) Natural Sciences, means of responses ranged from 3.00 to 4.55.

(5) Fine Arts, means of responses ranged from 3.14 to 4.42.

(6) Social Science, means of responses ranged from 3.9 to 5.0.

(7) English and Spelling, means of responses range from 3.00 to 4.73.

Methods courses in all of these areas, except Fine Arts, were interrelated with Levels I, II, or III field work for the Elementary and Early Childhood field centered programs. Fine Arts methods courses (ART 305 and MUS 303, 304) were scheduled in campus-based quarters of work. Because in most of the field centered programs there were students at several levels it it difficult to associate teacher perceptions of students' teaching skills with any one level. It is interesting to note, however, that in the one school which served only Level IV students (Student Teaching), means of teacher responses were high for each subject area; they ranged from 4.27 to 4.91.

In Category IV of the survey, Management of the Program, the mean response was 4.15, indicating that teachers, as a whole, perceived the programs

to be well managed. Lack of consistency in responses, however, was found. Standard deviations ranged from .30 to 1.79.

Items within Category IV were sub-grouped for further examination. One sub-category, Management of Student Participation, included assignment of students to classrooms, schedules for the field experiences and the supervision of students involved in field centers. Management here was perceived to be frequently well handled; means ranged from 4.17 to 4.63. There was wide disagreement among teachers in response to these items. Standard deviations ranged from 0 to 1.79 among teacher groups.

A second sub-group of items in Category IV, Involvement of Teachers, included number of meetings teachers were asked to attend, amount of planning time provided for work with students, number of college personnel observing in the classroom, and the extent to which their own opinions were considered. In this sub-category means of responses ranged from 3.76 to 4.36, indicating that teachers perceived their own involvement in the program to be managed well ocassionally to frequently. Again, dissimilarity among school groups of teachers is found in the range of standard deviations. These ranged from 0 to 1.79.

In order to simulate a teacher's grading system, thus to determine an evaluative "grade" given by teachers to the field centered programs, means of responses to each item were converted into percentages. According to this analogy the teachers as a whole gave a "passing grade" to the field experience program on each of the 31 positive items. On the one negative item only 44% of the teachers perceived the program to be a source of stress for them. The average "grades" for the four categories of items were as follows: Category I, Value of Teachers and Pupils, 85%; Category II, Value to University Students,

95%; Category III, Students' Teaching Skills, 84%; and Category IV, Management of the Program, 83%.

According to both the means of responses to survey items and the analogy as expressed by percentage, it may be concluded that teachers who participated in the field centered program of Early Childhood, Elementary, and Middle School Education at the University of Georgia perceived these programs to be effective and well managed.

Appendix A

Instrument for Surveying
Teacher Perceptions of and Reactions
to Field Experience
Programs

To: Teachers who work with University of Georgia Field Experience programs

We in the Division of Elementary and Early Childhood Education are examining our field experience programs and need your help. We are asking through the attached questionnaire for your perceptions of and reactions to the program with which you have worked during the 1973-1974 school year. We are grateful for the contributions you have already made and will appreciate your helping us again as we try to determine strengths and weaknesses of the programs. Will you please respond to this questionnaire?

Data Upon Which Teacher Perceptions
Of Field Experience Programs are Based

Part I.

	Fall	Winter	Spring
1. How many university students (other than student teachers) were assigned to work with you during the fall, winter and spring quarters of 1973-74?			
2. Approximately how many hours per day did the students work in your classroom during these quarters?			
a. Approximately how many days per week?			
b. Approximately how many weeks per quarter?			
3. Approximately how many hours did you spend per week talking with college personnel about the students' experience?			
4. Approximately how many hours did you spend per week conferring with students about their work?			
5. Approximately how many pupils did your students teach per day?			
6. How many student teachers did you have during the fall, winter and spring quarters of 1973-74?			

Teacher Perceptions of and Reactions to Field Experience Programs

Please read the items on the following pages and respond by checking the appropriate column. Use the space at the end or the backs of pages for any additional comments. Again, we appreciate your help.

Part II.

	Almost Never	Seldom	Occasionally	Frequently	Almost Always	Does Not Apply
1. Students demonstrate skill and efficiency in teaching health and physical education						
2. The assignment of students to classrooms in the center is handled effectively.						
3. Students demonstrate skill and efficiency in mathematics.						
4. Students demonstrate skill and efficiency in the teaching of reading.						
5. Students profit from their contact with teachers.						
6. The students' teaching assignments are consistent with my classroom curriculum.						
7. Student profit from their contact with pupils.						
8. Students demonstrate skill in relating to pupils.						
9. Students demonstrate skill and efficiency in teaching the natural sciences.						

	Almost Never	Seldom	Occasionally	Frequently	Almost Always	Does Not Apply
10. The supervision of students by college personnel has been satisfactory.						
11. Students who work at my school seem to enjoy their experience.						
12. Working with the students has been a source of stress.						
13. Students demonstrate skill in classroom control.						
14. Student's schedules in the schools are approved by school faculty.						
15. The work that I expect of the students in my classroom is compatible with the expectations of the college personnel.						
16. My pupils have shown positive academic gains through the individualization made possible by the help of the students.						
17. The number of students assigned to me was satisfactory.						
18. Problems related to field experience programs are effectively dealt with by coordinators.						
19. My opinion about the students' field center schedule is considered.						

	Almost Never	Seldom	Occasionally	Frequently	Almost Always	Does Not Apply
20. Students demonstrate skill in relating to peers and teachers.						
21. Working with college personnel stimulated me in my professional work.						
22. Students demonstrate skill and efficiency in teaching the social sciences.						
23. My suggestions concerning policies and practices of the field experience program have been implemented.						
24. The written work that teachers are asked to do in the field experience program is necessary.						
25. The number of college personnel working with students in my classroom is satisfactory.						
26. Students demonstrate skill and efficiency in teaching the fine arts.						
27. The college personnel assisted with classroom curriculum problems when asked.						
28. My pupils showed gains in their social development because of their contact with the students.						
29. Working with a student has challenged me in my own teaching.						
30. The amount of planning time I spent with the student for his/her teaching is satisfactory.						

	Almost Never	Seldom	Occasionally	Frequently	Almost Always	Does Not Apply
31. Students demonstrate skill and efficiency in teaching English, spelling and written composition.						
32. Meetings between college personnel and school personnel related to the field experience programs are valuable.						

Comments:

Appendix B

Responses to Survey Instrument: Means
and Standard Deviations of the
Total Population

TABLE 1

Category I: Value to Teachers and Pupils, Perceptions of Total Population Expressed in Means

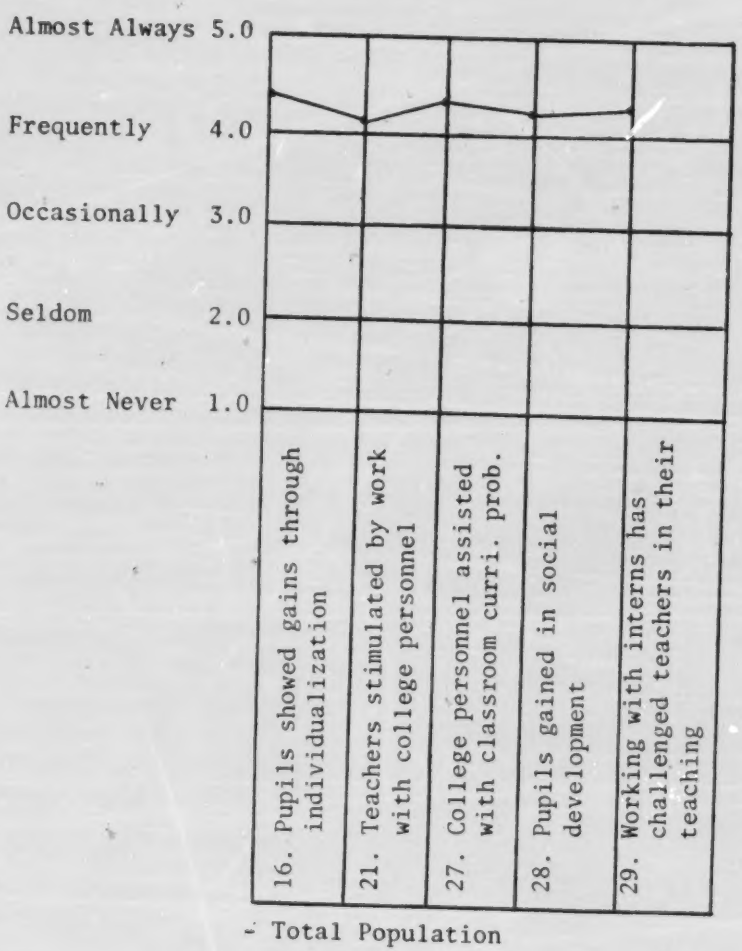

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gained in social development
29. Working with interns has challenged teachers in their teaching
- Total Population

TABLE 2

Category II: Value to University Students, Perceptions of Total Population Expressed in Means

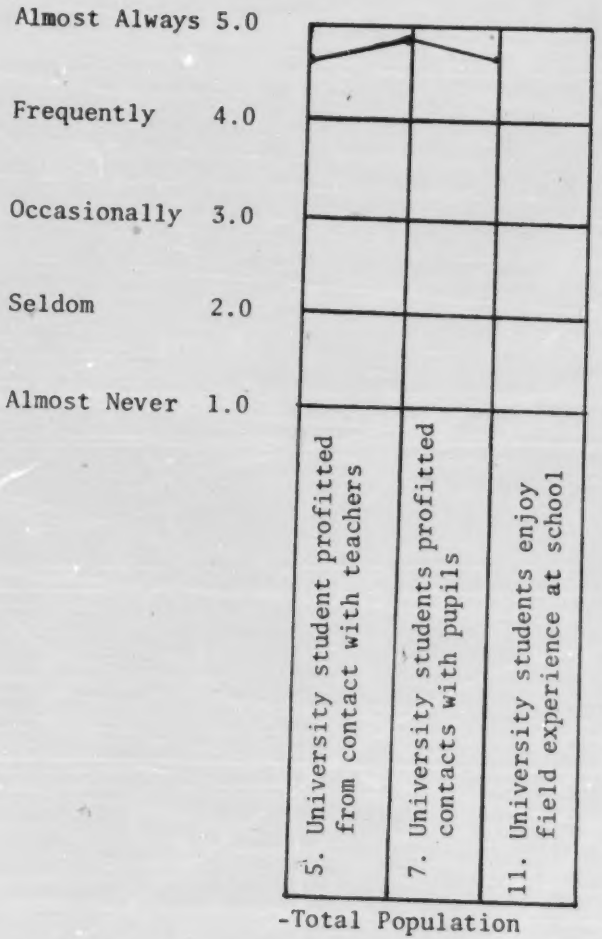

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
5. University student profitted from contact with teachers
7. University students profitted contacts with pupils
11. University students enjoy field experience at school
-Total Population

TABLE 3

Category III: Skill and Proficiency of Student Performance, Perceptions of the Total Population Expressed in Means

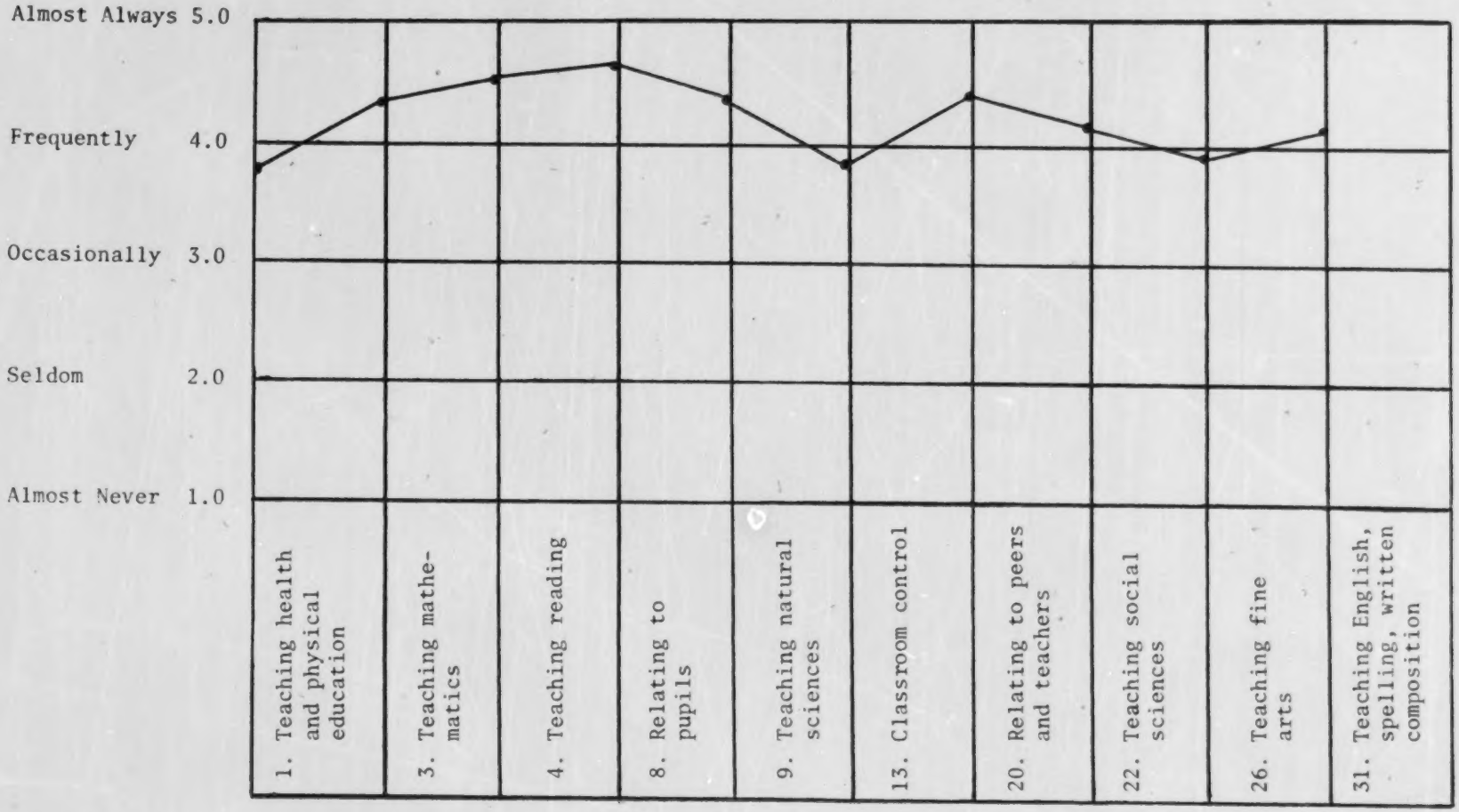


TABLE 4

Category IV: Management of the Program, Perceptions of the Total Population Expressed in Means

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable

TABLE 5

Responses of the Total Population
Expressed in Means and Standard Deviations

Category I			Value to Teachers and Pupils
Items	Means	S.D.	Item
16	4.40	.99	Pupils showed gains through individualization
21	4.12	1.13	Teachers stimulated by work with college personnel
27	4.39	.93	College personnel assisted with classroom curriculum problems
28	4.19	.94	Pupils gains in social development
29	4.26	1.061	Working with interns has challenged teachers in their teaching

Category II			Value to University Students
Items	Means	S.D.	Item
5	4.67	.55	University students profitted from contact with teachers
7	4.86	.42	University students profitted contacts with pupils
11	4.65	.70	University students enjoy field experience at school

Category III			Perception of Intern Performance
Items	Means	S.D.	Item
1	3.74	1.145	Teaching health & P.E.
3	4.35	.84	Teaching math
4	4.46	.71	Teaching reading
8	4.57	.63	Skill in relating to pupils
9	4.25	.77	Teaching natural sciences
13	3.75	.98	Classroom control
20	4.54	.76	Relating to peers and teachers
22	4.20	.80	Teaching social sciences
26	3.90	1.11	Teaching fine arts
31	4.19	.86	Teaching English, spelling, written composition

Category IV			Perception of the Management of the Program
Items	Means	S.D.	Item
2	4.58	.67	Students assigned to center effectively
6	4.47	.81	Student teaching assignments consistent with classroom curriculum
10	4.17	1.01	Supervision of students by college personnel is satisfactory
12	2.80	1.05	Working with students is a source of stress to teachers
14	4.25	1.18	Students schedules in the schools are approved by teachers
15	4.31	.99	Work expected by teachers consistent with professors
17	4.63	.80	Number of interns assigned to each teacher is satisfactory
18	4.31	.88	Coordinators handle field problems effectively
19	4.03	1.30	My opinion is considered
23	3.78	1.17	My suggestions are implemented
24	3.96	1.15	Written work teachers are asked to do is necessary
25	4.36	1.03	Number of college personnel working with students in my classroom
30	3.76	1.42	Amount of planning time with student is satisfactory
32	4.21	1.08	Meetings between college personnel and school personnel related to field experience programs are valuable

Appendix C

Perceptions of Teachers from Individual Schools
Compared to the Perceptions of the
Total Population

TABLE 6

Category I: Value to Teachers and Pupils, Perceptions of Alps Road School Teachers Compared to Perceptions of Total Population

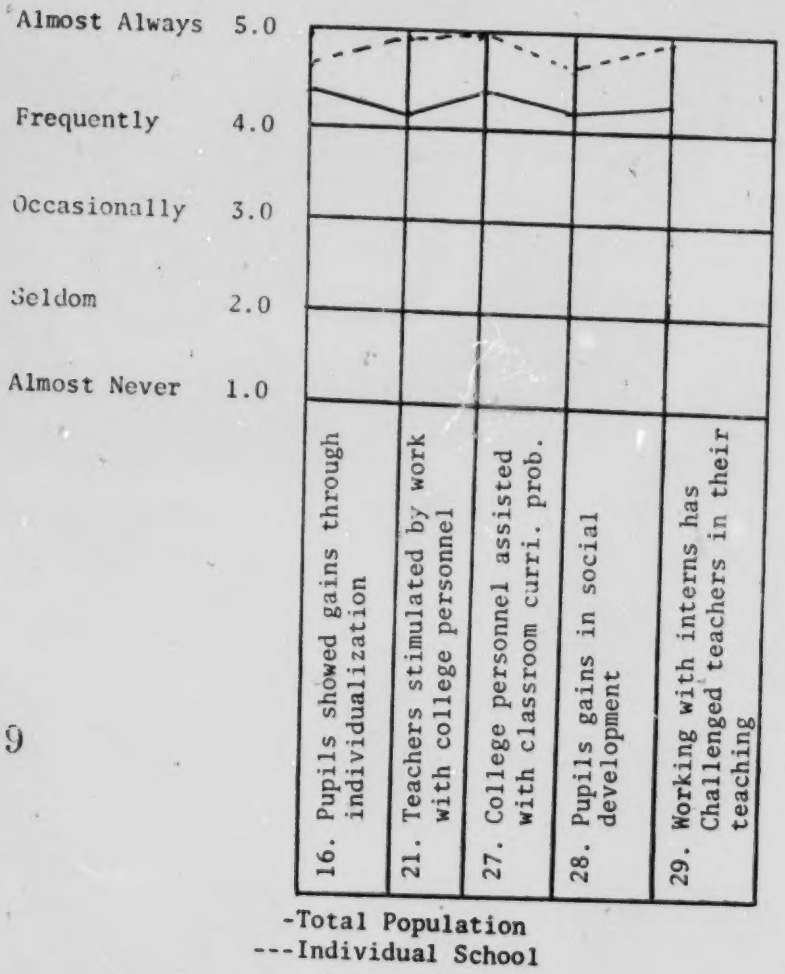

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has Challenged teachers in their teaching
-Total Population
---Individual School

TABLE 7

Category II: Value to University Students, Perceptions of Alps Road School Teachers Compared to Perceptions of Total Population

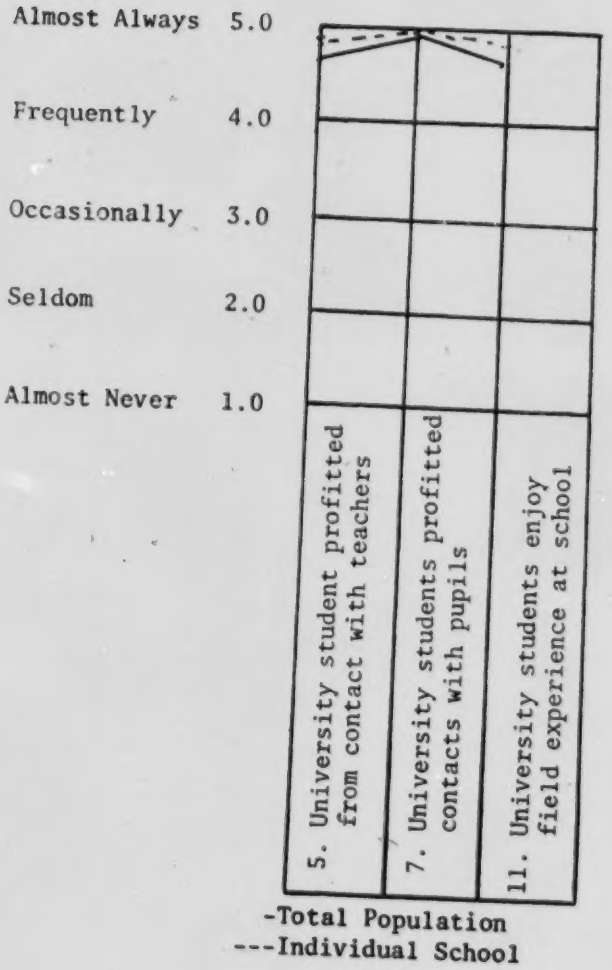
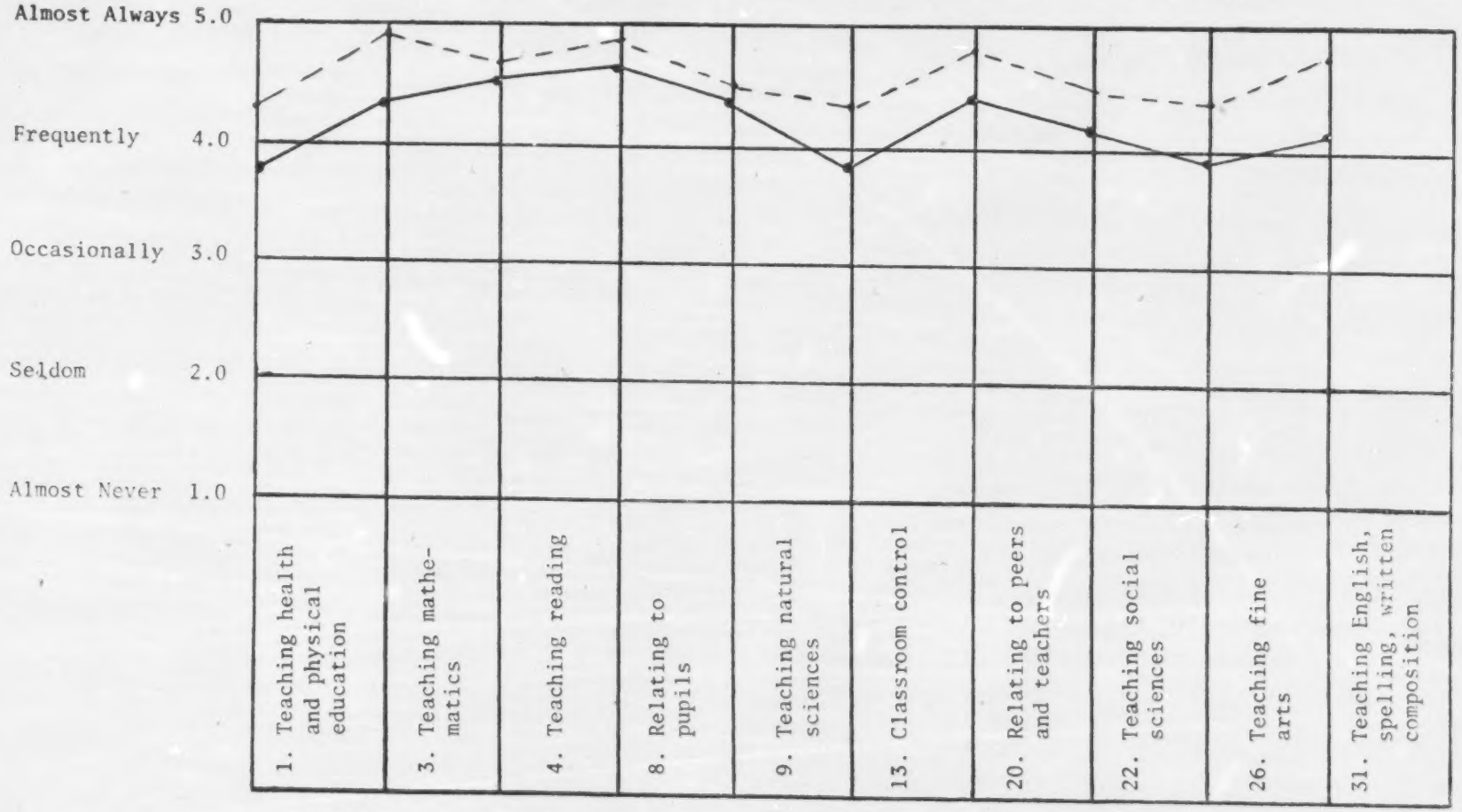


TABLE 8

Category III: Skill and Proficiency of Student Performance

Perceptions of Alps Road Teachers Compared to Perceptions of Total Population



- Total Population
--- Individual School

TABLE 9

Category IV: Management of Program, Perceptions of Alps Road School Teachers Compared to Perceptions of Total Population

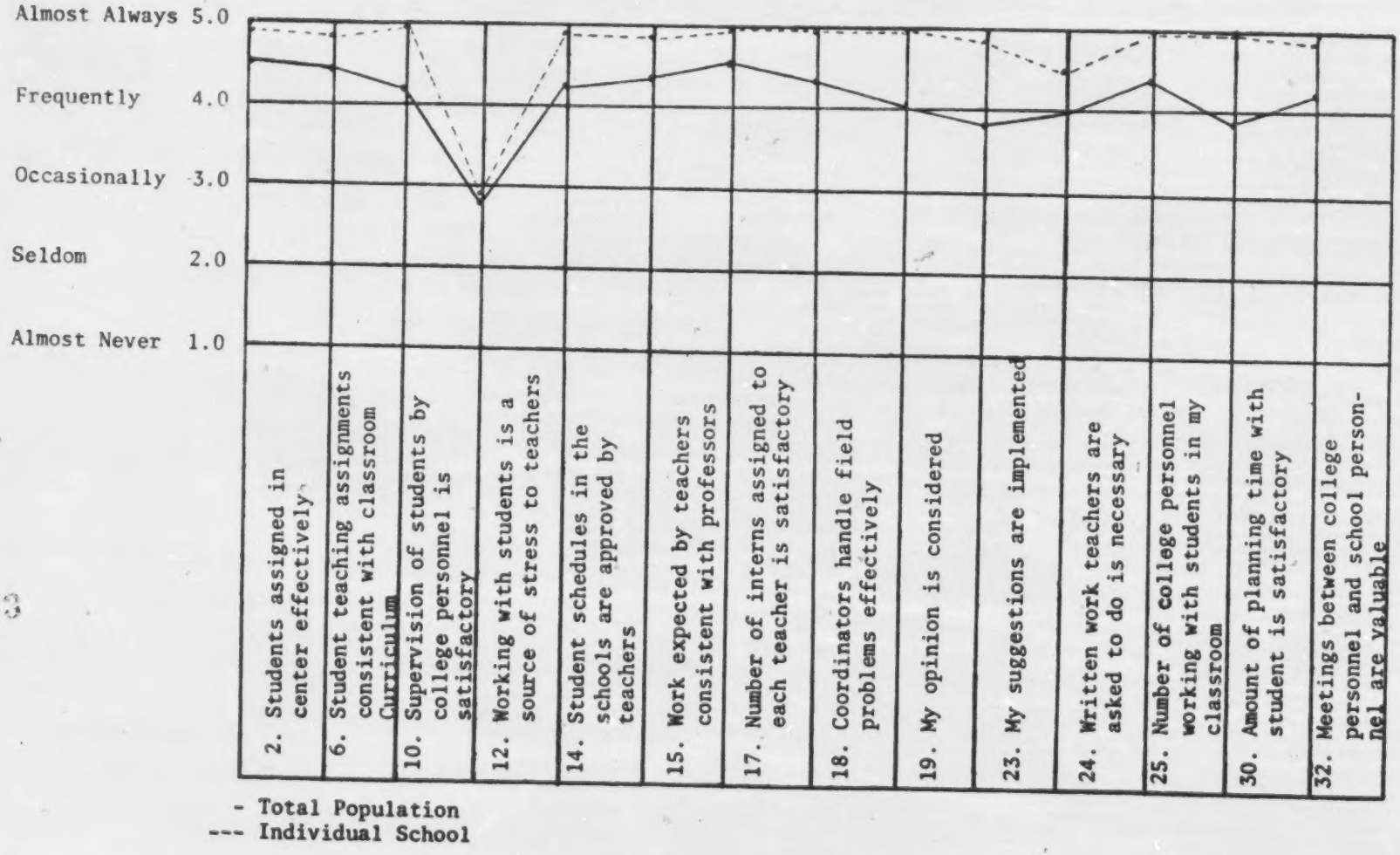

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 10

Category I: Value to Teachers and Pupils, Perceptions of Barnett Shoals School Compared to Perceptions of Total Population

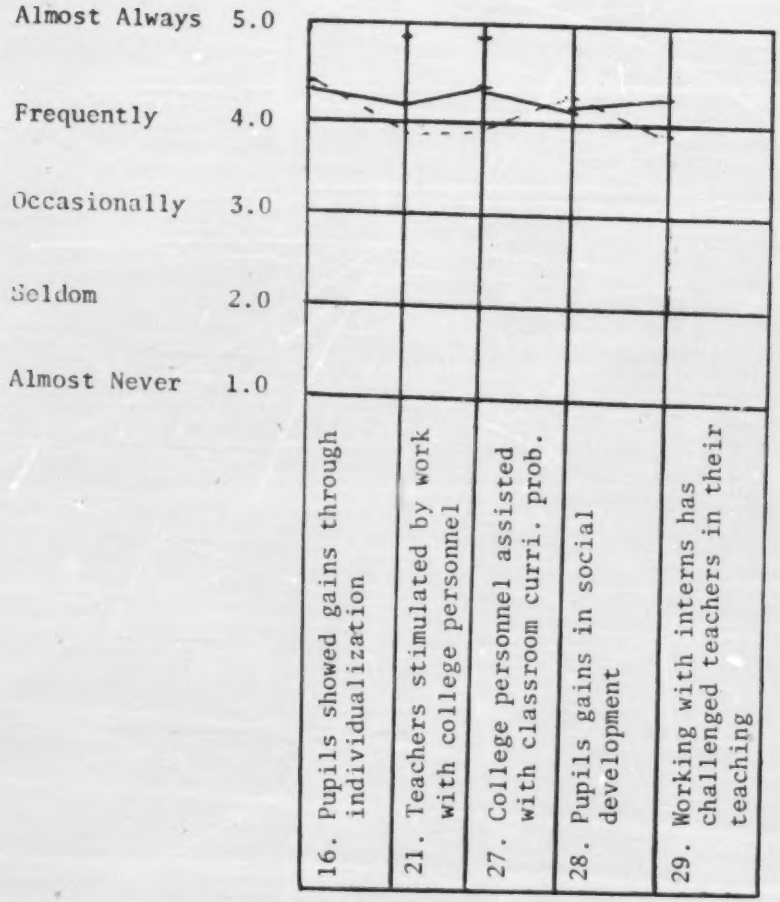

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching
-Total Population
---Individual School

TABLE 11

Category II: Value to University Students, Perceptions of Barnett Shoals School Teachers Compared to Perceptions of Total Population

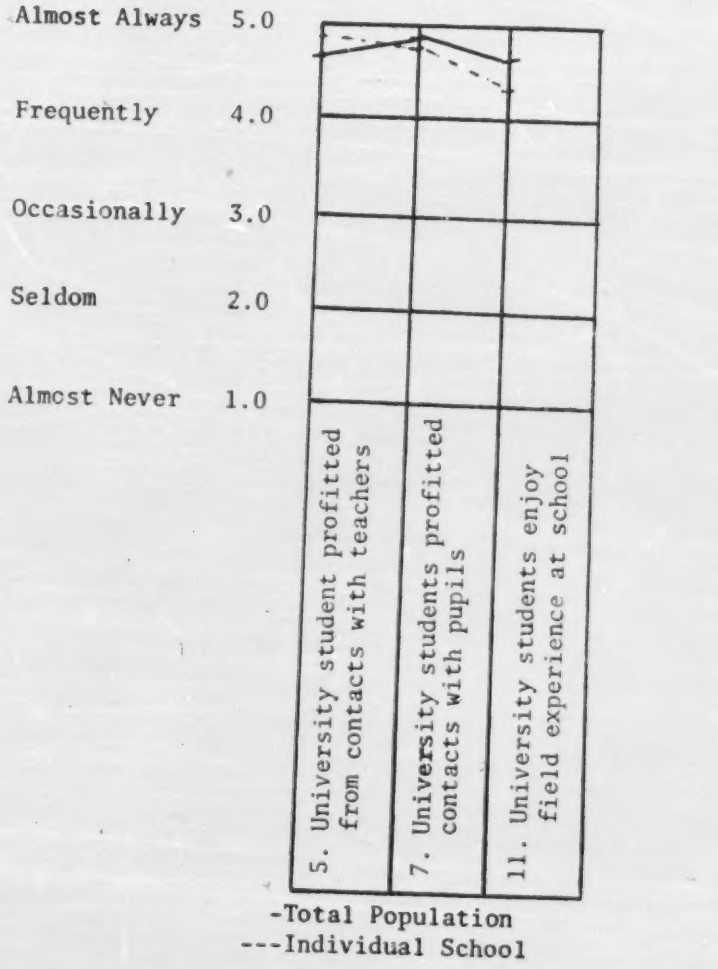


TABLE 12

Category III: Skill and Proficiency of Student Performance

Perceptions of Barnett Shoals Teachers Compared to Perceptions of Total Population

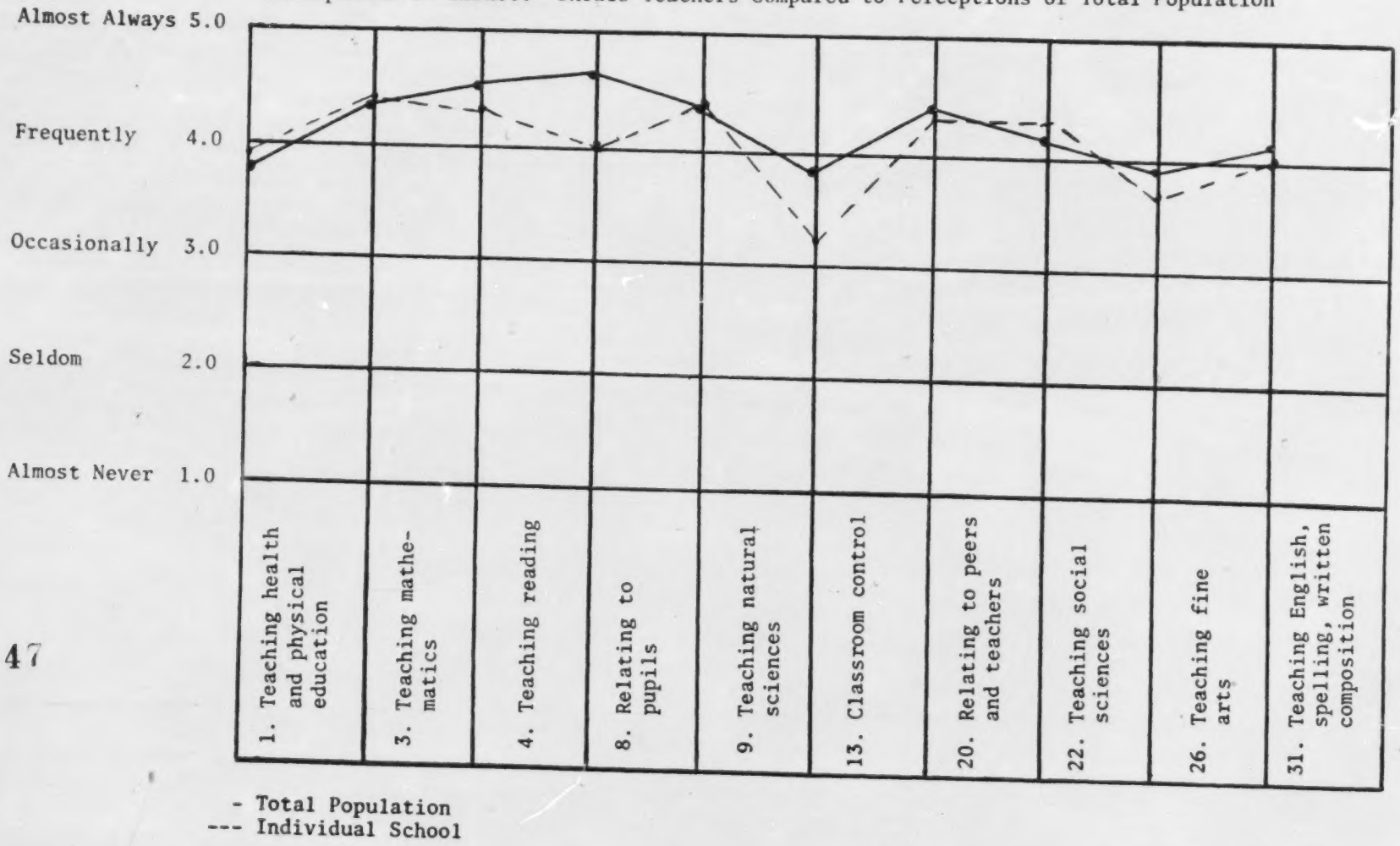


TABLE 13

Category IV: Management of Program, Perceptions of Barnett Shoals School Teachers Compared to Perceptions of Total Population

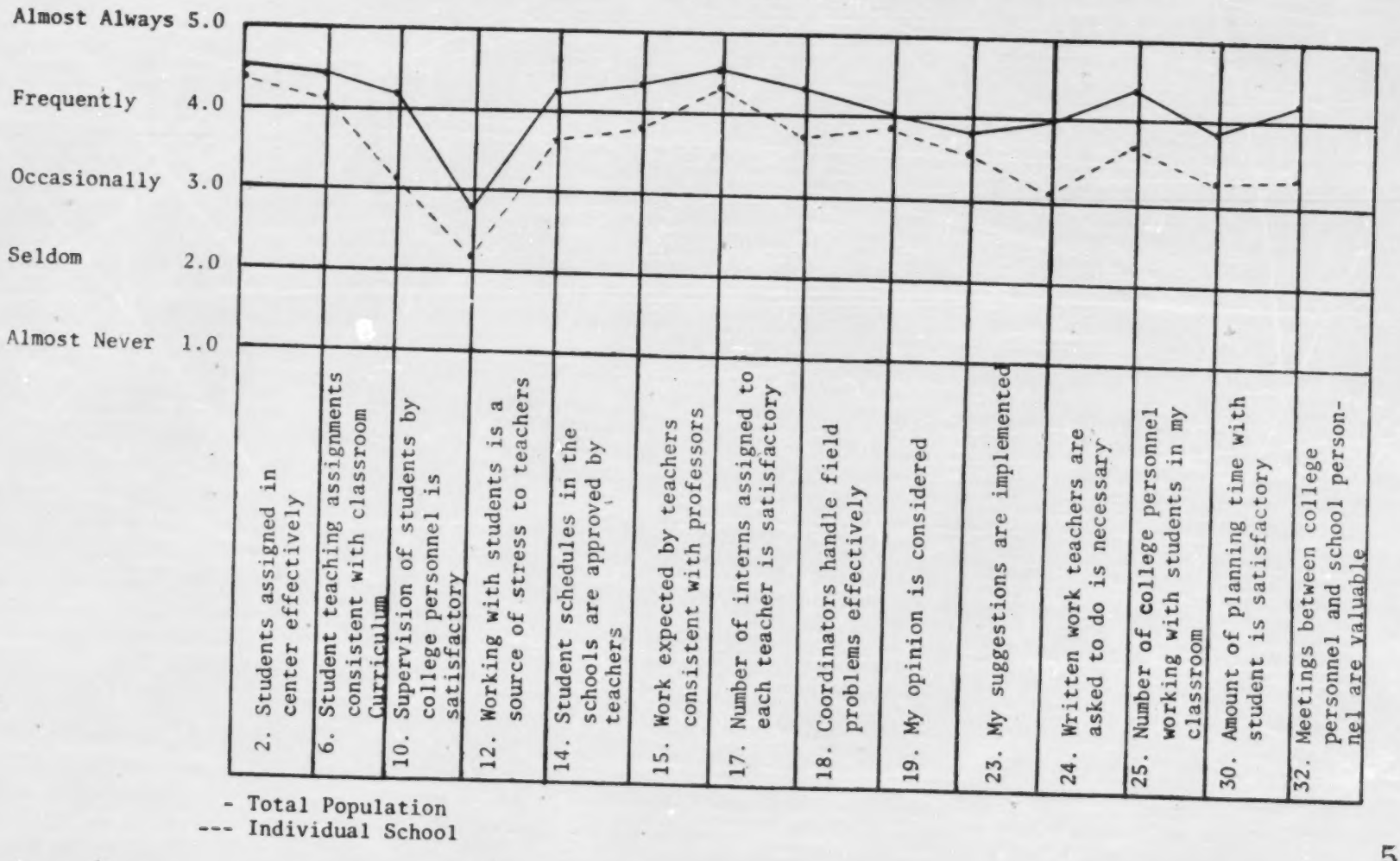

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 14

Category I: Value to Teachers and Pupils, Perceptions of Barrow School Teachers Compared to Perceptions of Total Population

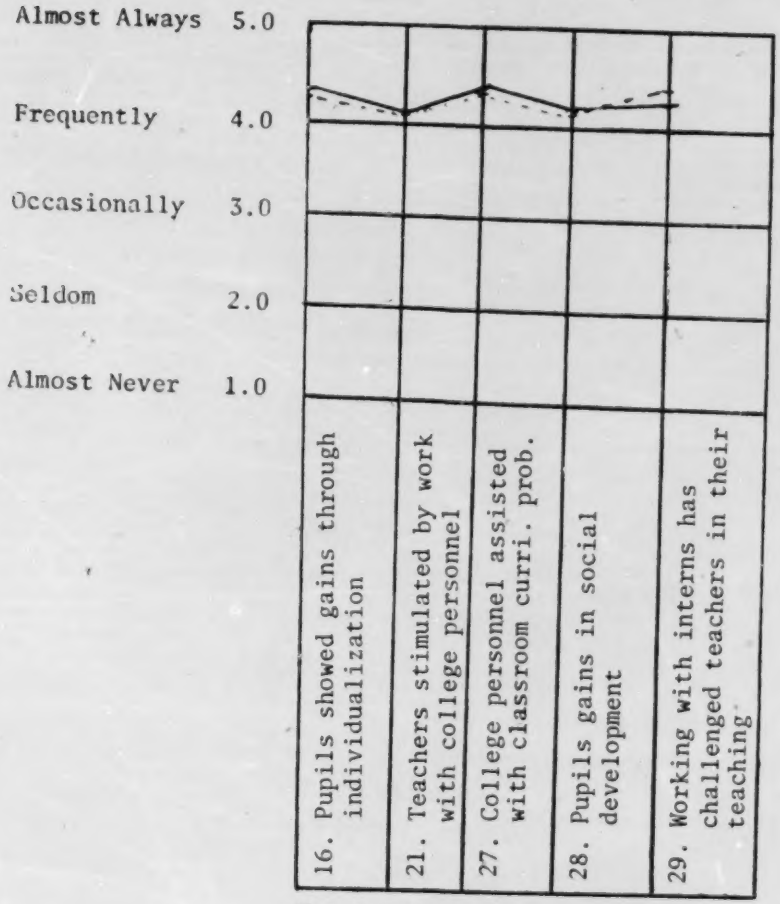

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching
-Total Population
---Individual School

TABLE 15

Category II: Value to University Students, Perceptions of Barrow School Teachers Compared to Perceptions of Total Population

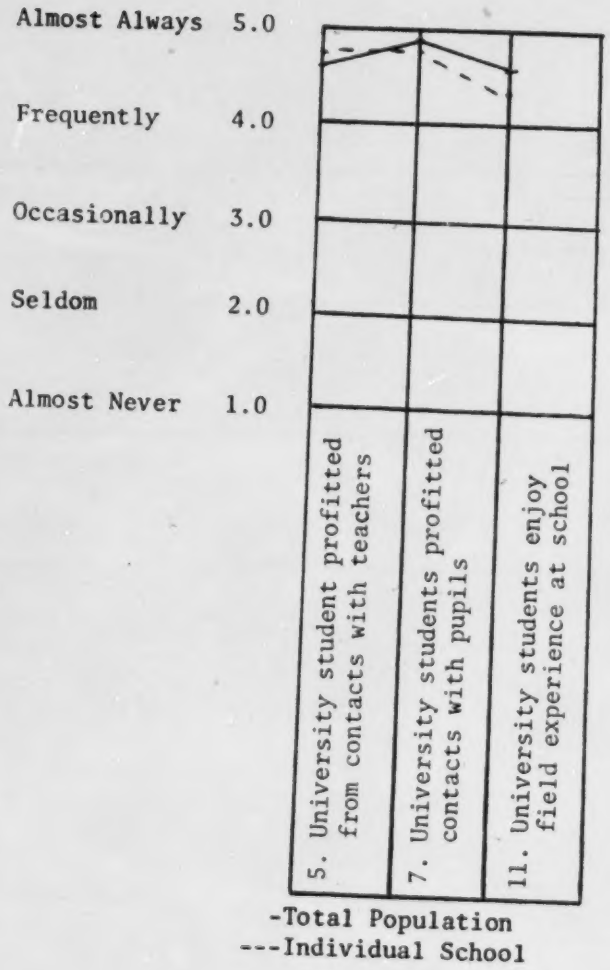


TABLE 16

Category III: Skill and Proficiency of Student Performance

Perceptions of Barrow School Teachers Compared to Perceptions of Total Population

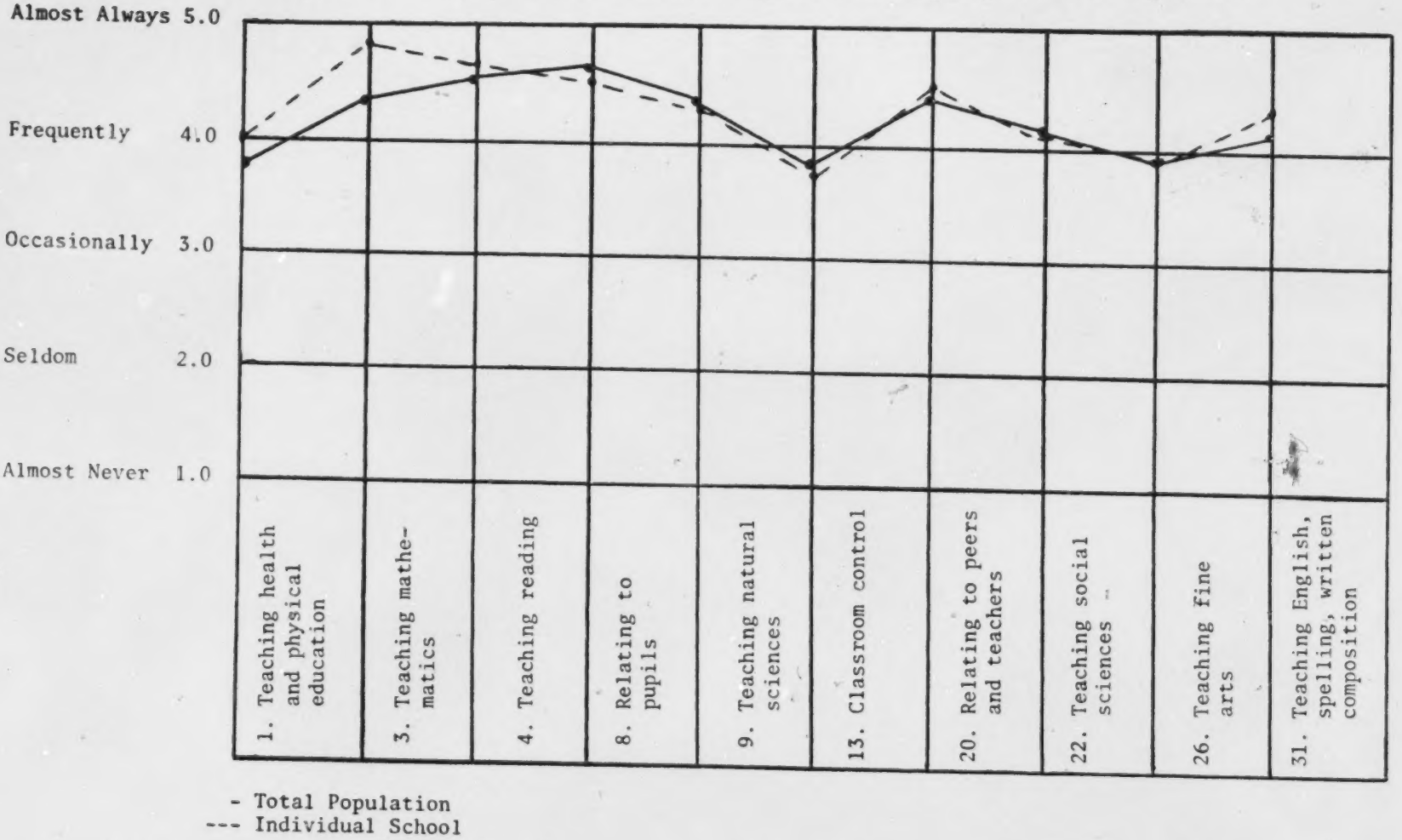


TABLE 17

Category IV: Management of Program, Perceptions of Barrow School Teachers Compared to Perceptions of Total Population

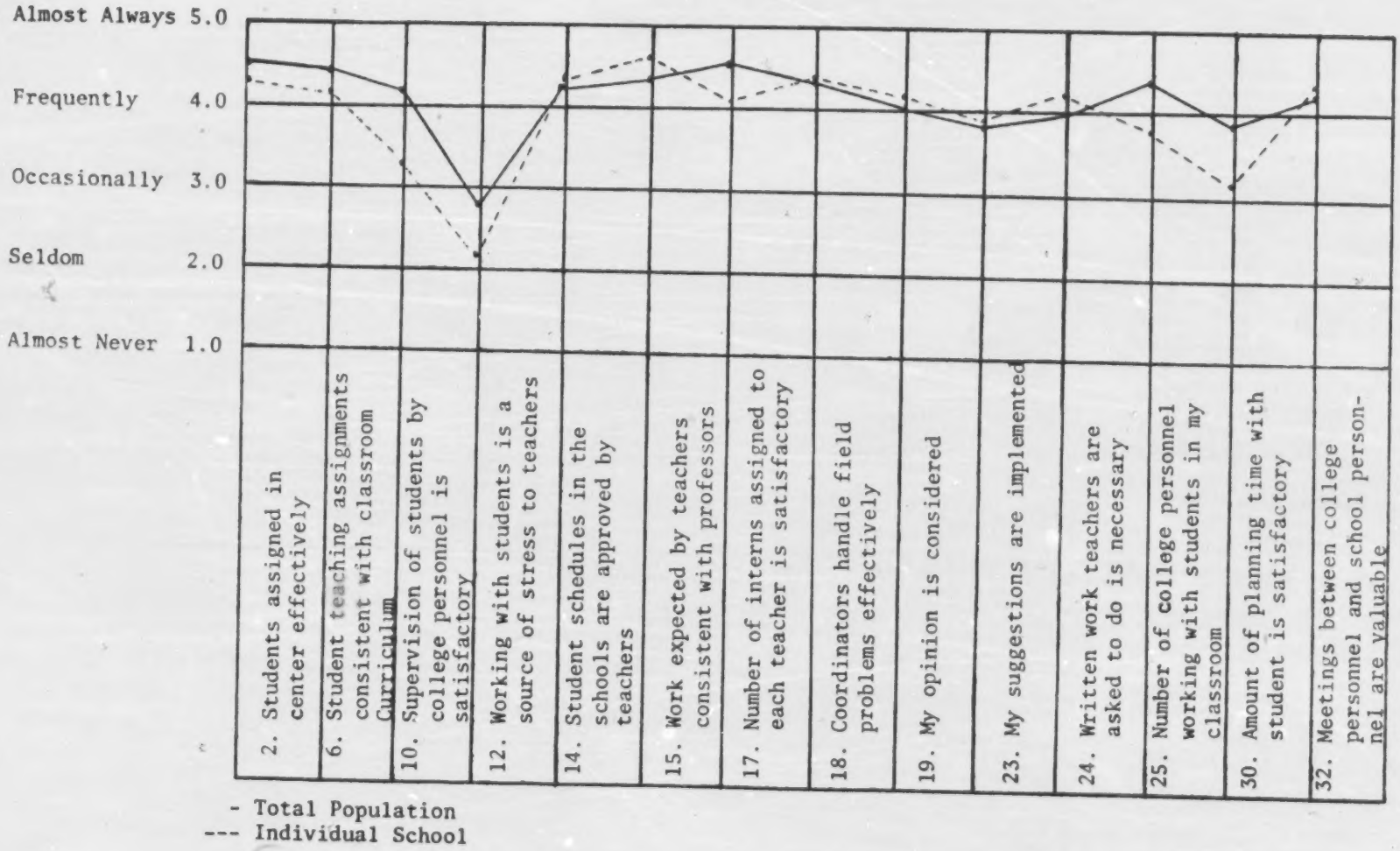
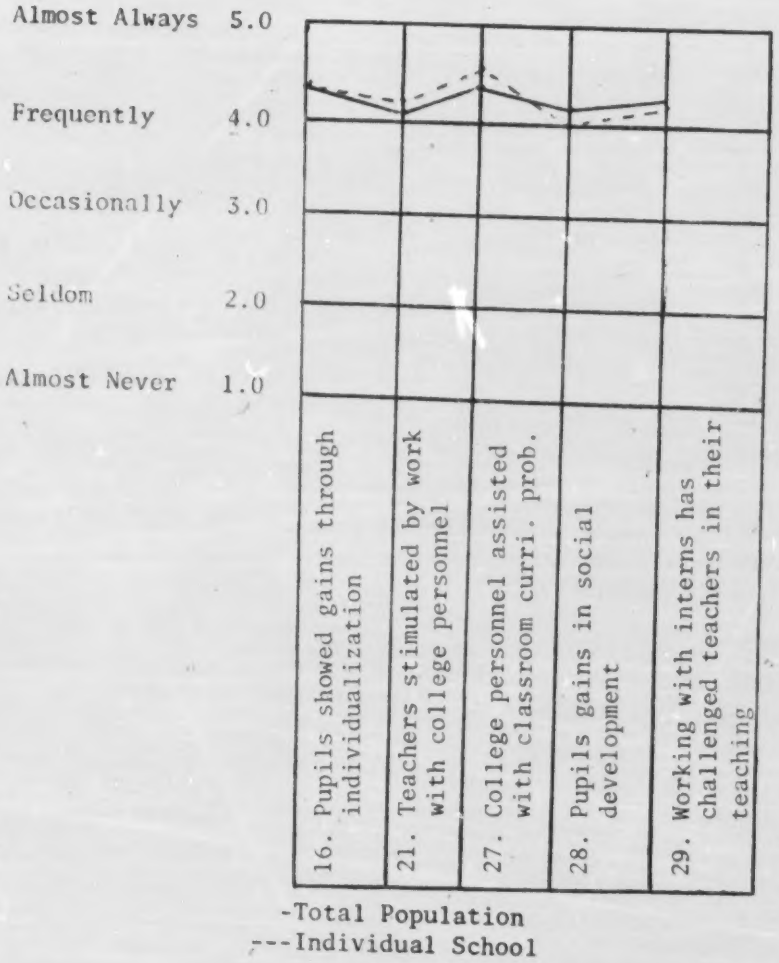

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 18

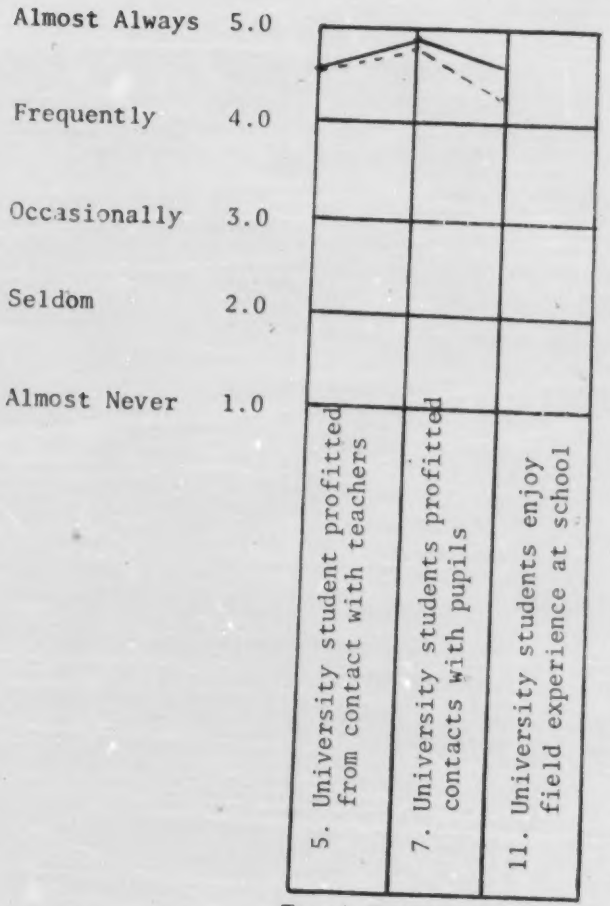
Category I: Value to Teachers and Pupils, Perceptions of Burney Harris School Compared to Perceptions of Total Population


Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching

-Total Population
---Individual School

TABLE 19

Category II: Value to University Students, Perceptions of Burney Harris School Compared to Perceptions of Total Population


Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
5. University student profitted from contact with teachers
7. University students profitted contacts with pupils
11. University students enjoy field experience at school

-Total Population
---Individual School

TABLE 20

Category III: Skill and Proficiency of Student Performance

Perceptions of Burney Harris Teachers Compared to Perceptions of Total Population

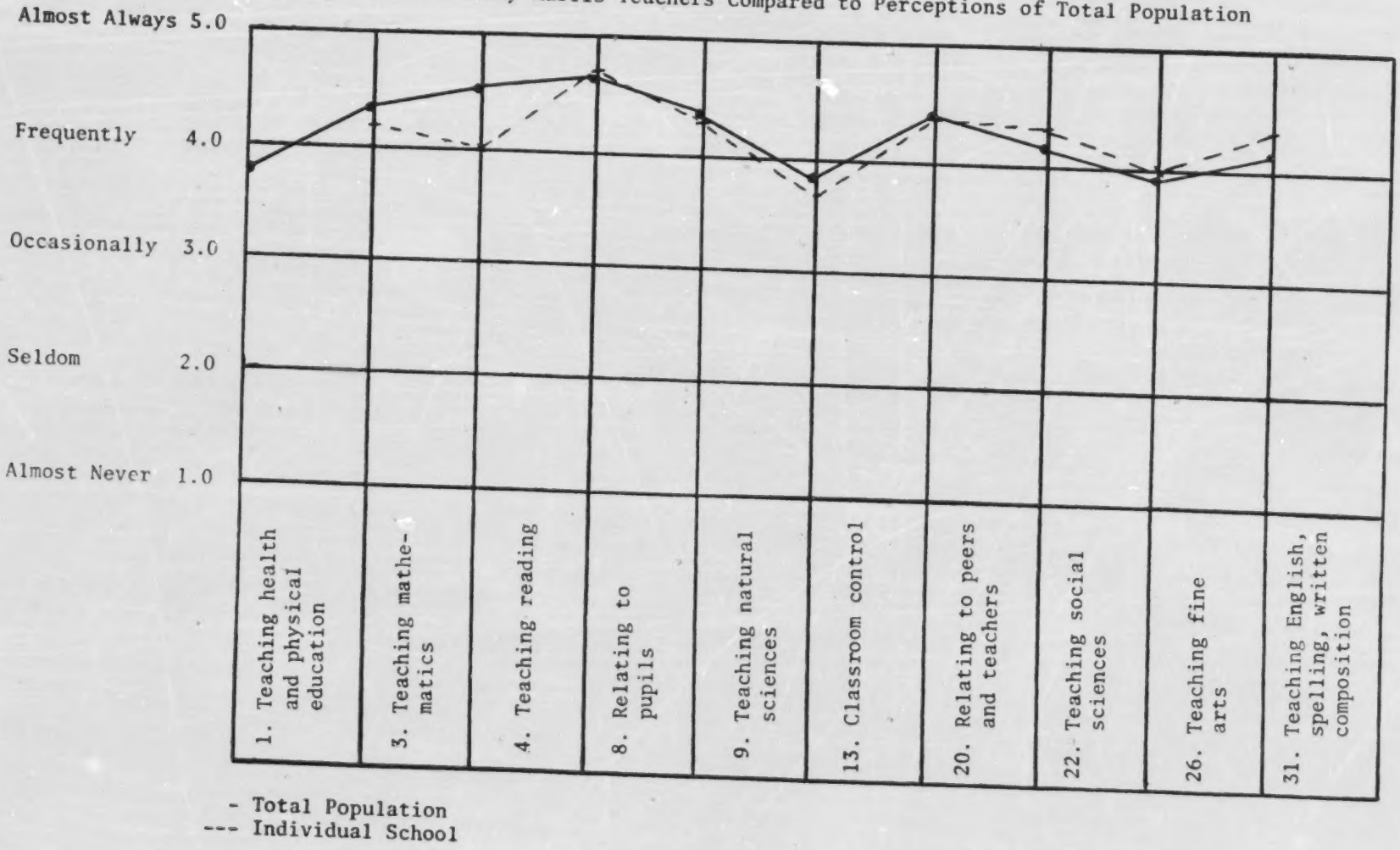


TABLE 21

Category IV: Management of Program, Perceptions of Burney Harris School Teachers Compared to Perceptions of Total Population

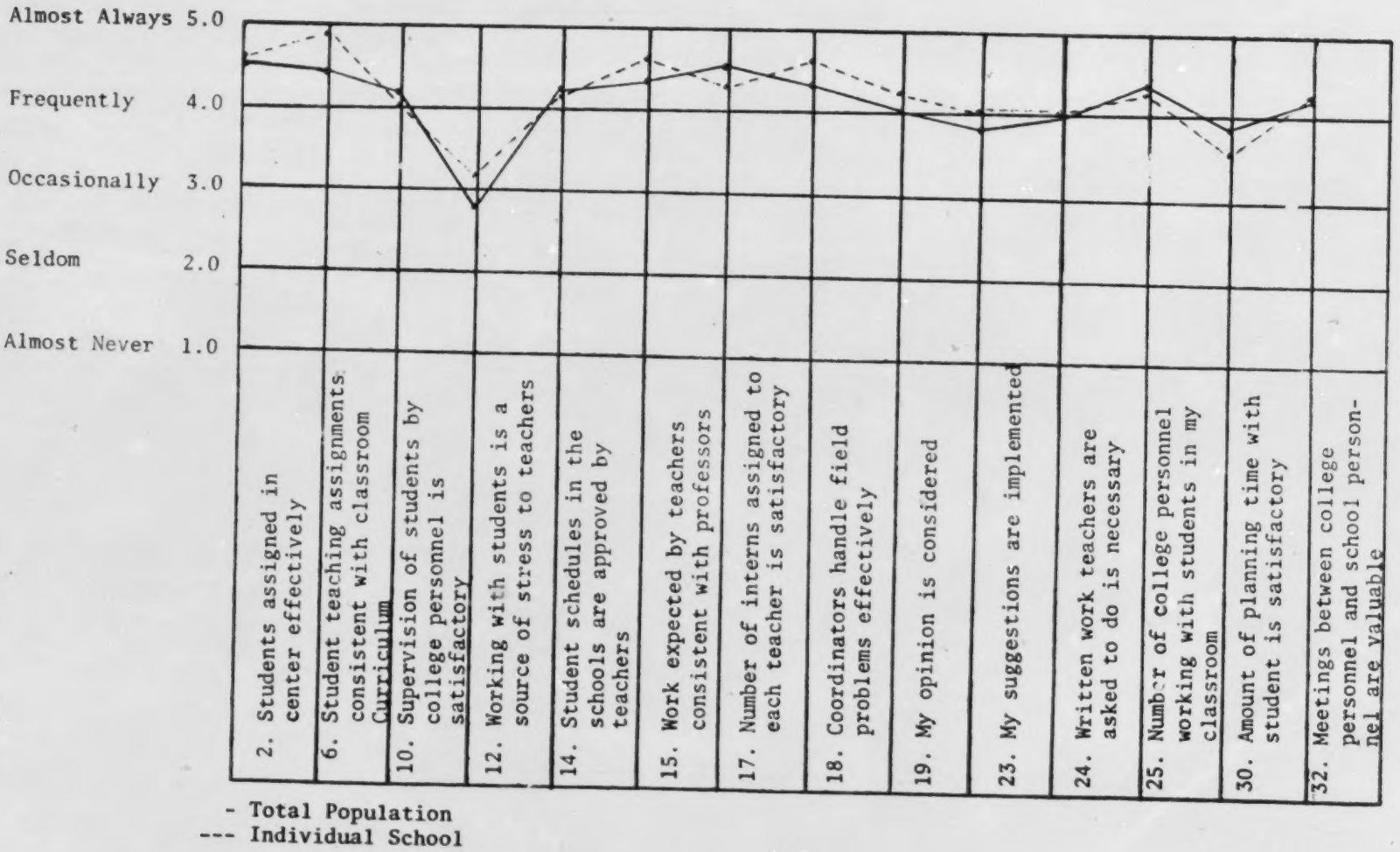

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 22

Category I: Value to Teachers and Pupils, Perceptions of Chase Street School Compared to Perceptions of Total Population

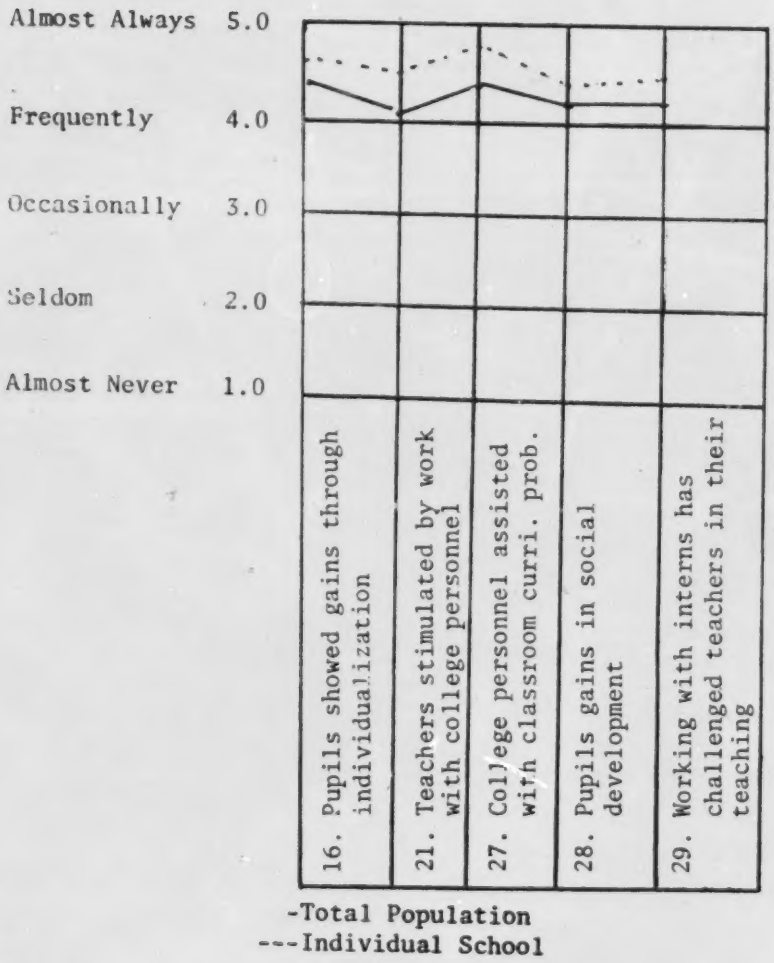

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching
-Total Population
---Individual School

TABLE 23

Category II: Value to University Students, Perceptions of Chase Street School Teachers Compares to Perceptions of Total Population

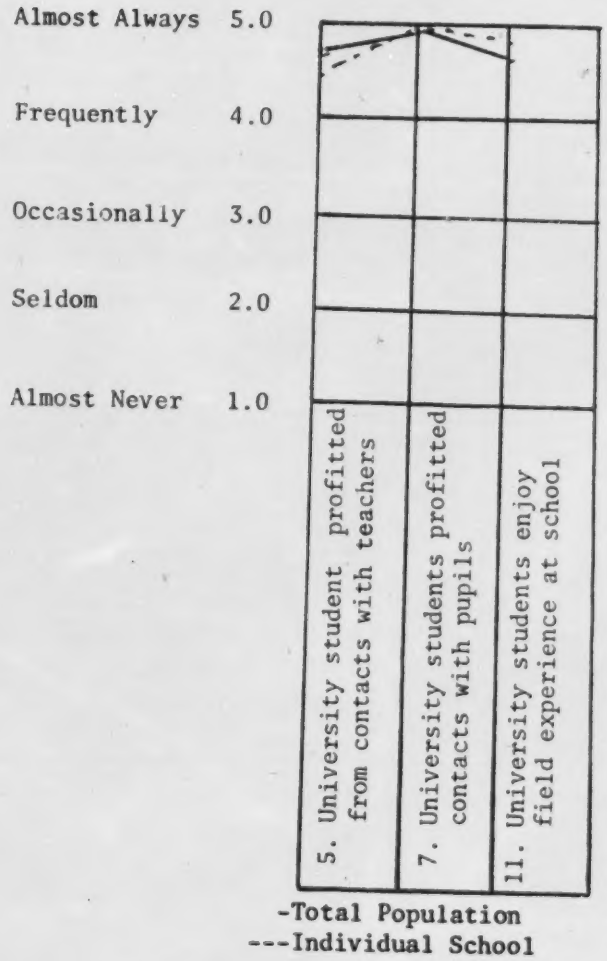


TABLE 24

Category III: Skill and Proficiency of Student Performance

Perceptions of Chase School Teachers Compared to Perceptions of Total Population

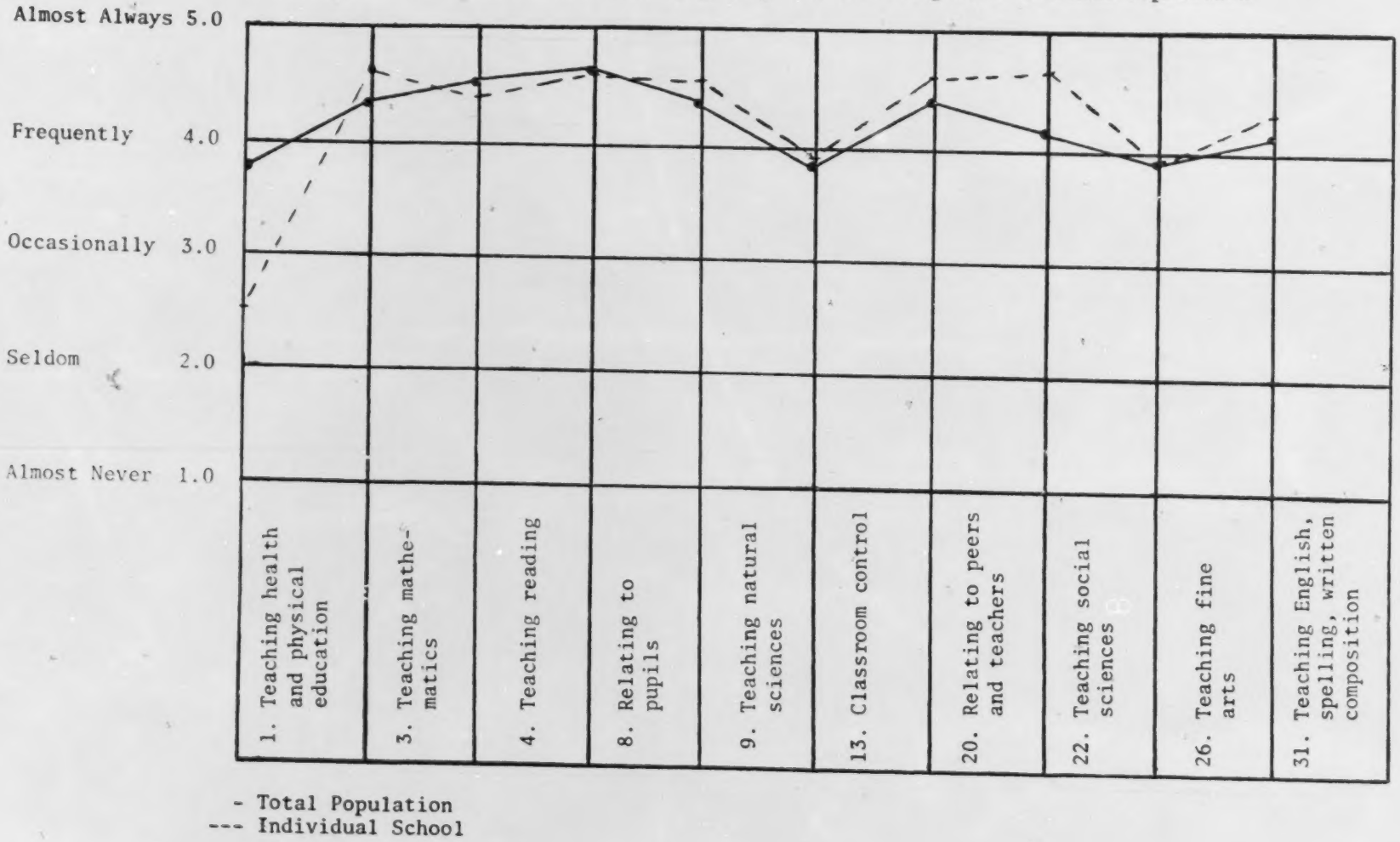


TABLE 25

Category IV: Management of Program, Perceptions of Chase Street School Teachers Compared to Perceptions of Total Population

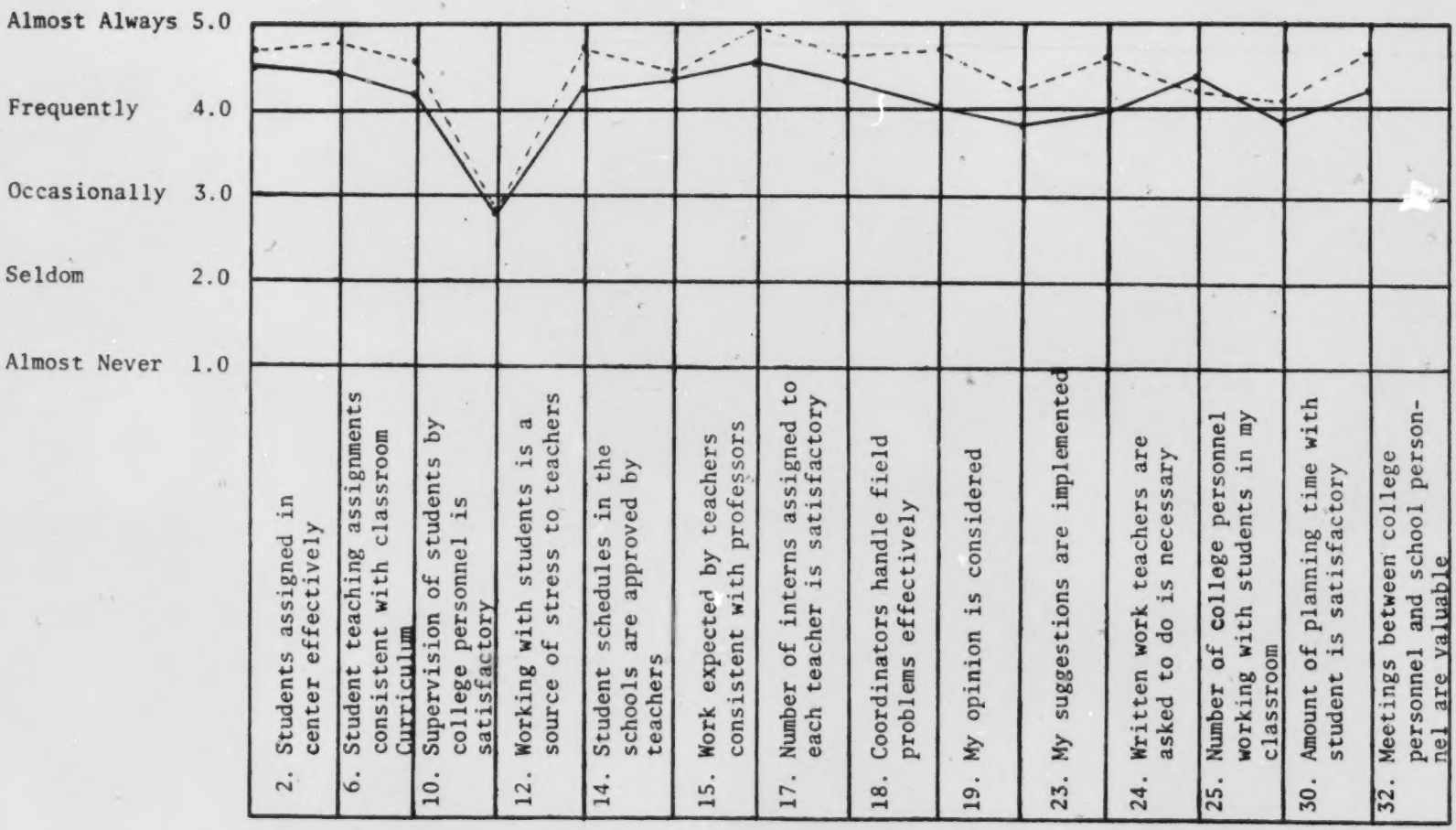

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 26

Category I: Value to Teachers and Pupils, Perceptions of Fowler Drive School Compared to Perceptions of Total Population

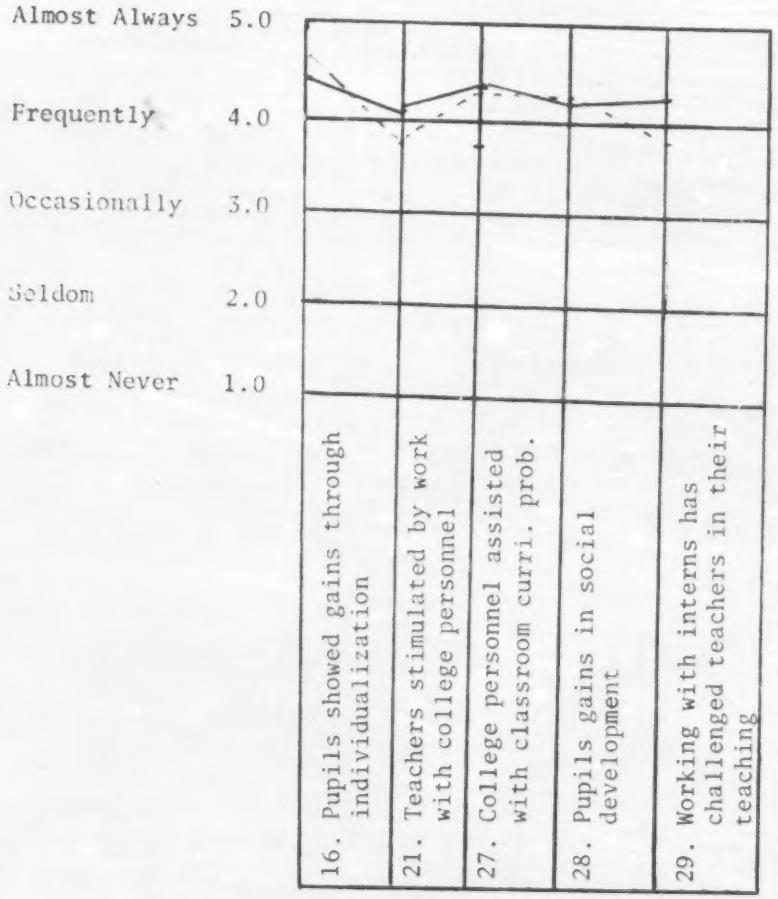

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching
-Total Population
---Individual School

TABLE 27

Category II: Value to University Students, Perceptions of Fowler Drive School Teachers Compared to Perceptions of Total Population

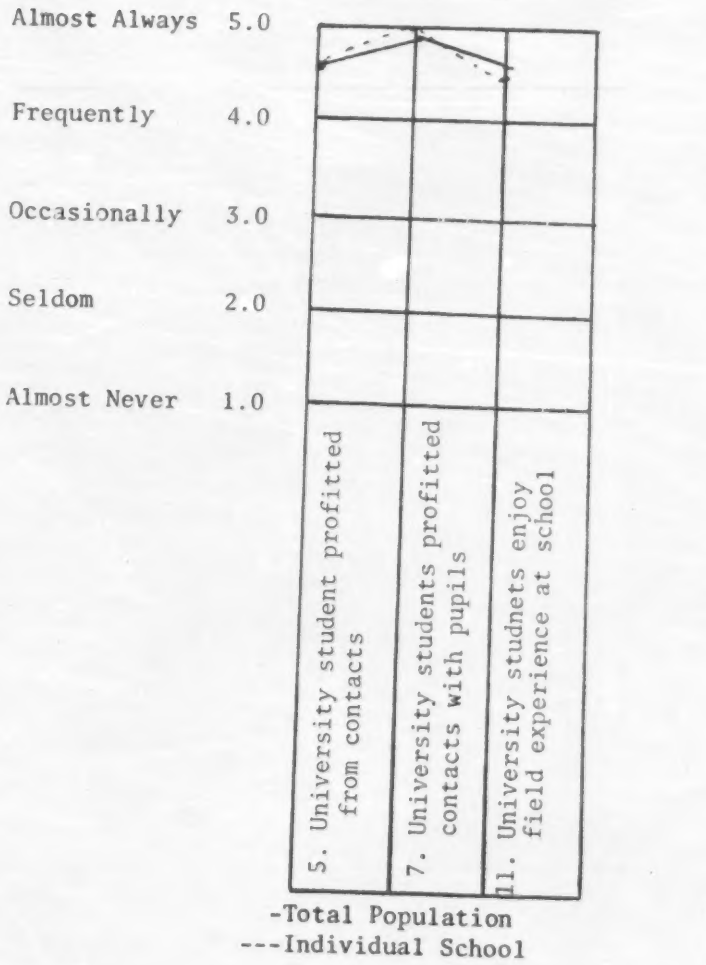


TABLE 28

Category III: Skill and Proficiency of Student Performance

Perceptions of Fowler Drive Teachers Compared to Perceptions of Total Population

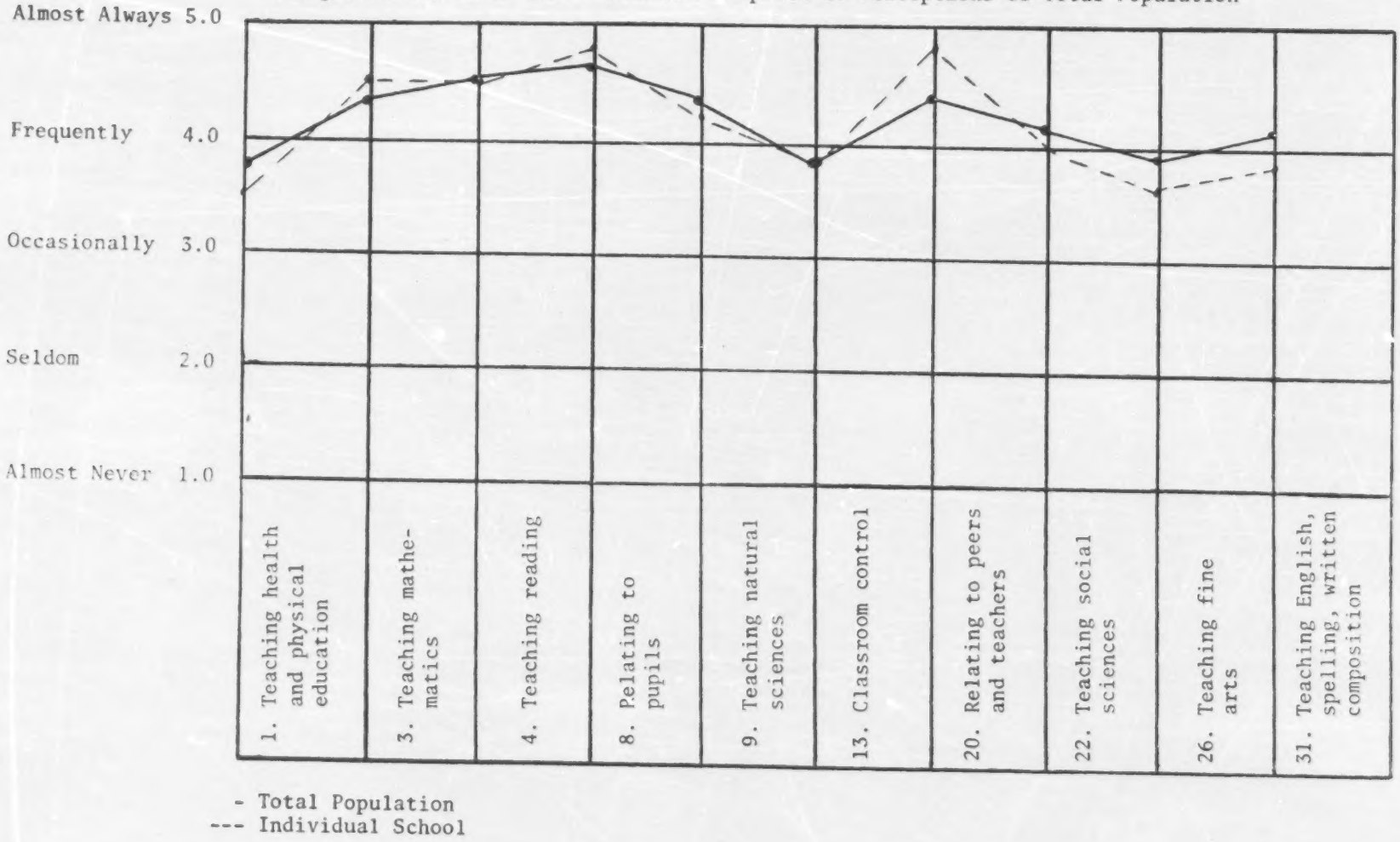


TABLE 29

Category IV: Management of Program, Perceptions of Fowler Drive School Teachers Compared to Perceptions of Total Population

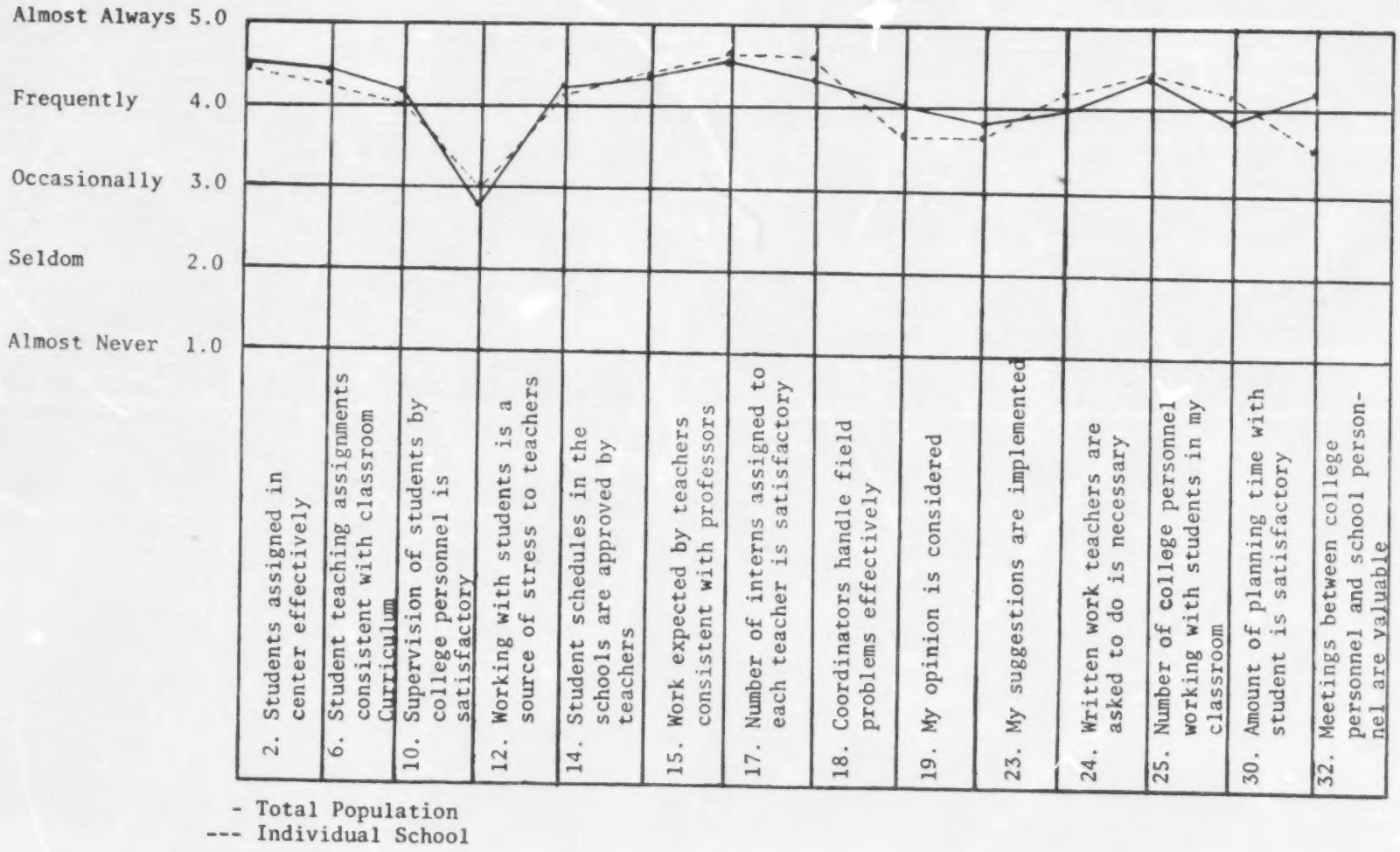

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 30

Category I: Value to Teachers and Pupils, Perceptions of Gaines School Teachers Compared to Perceptions of Total Population

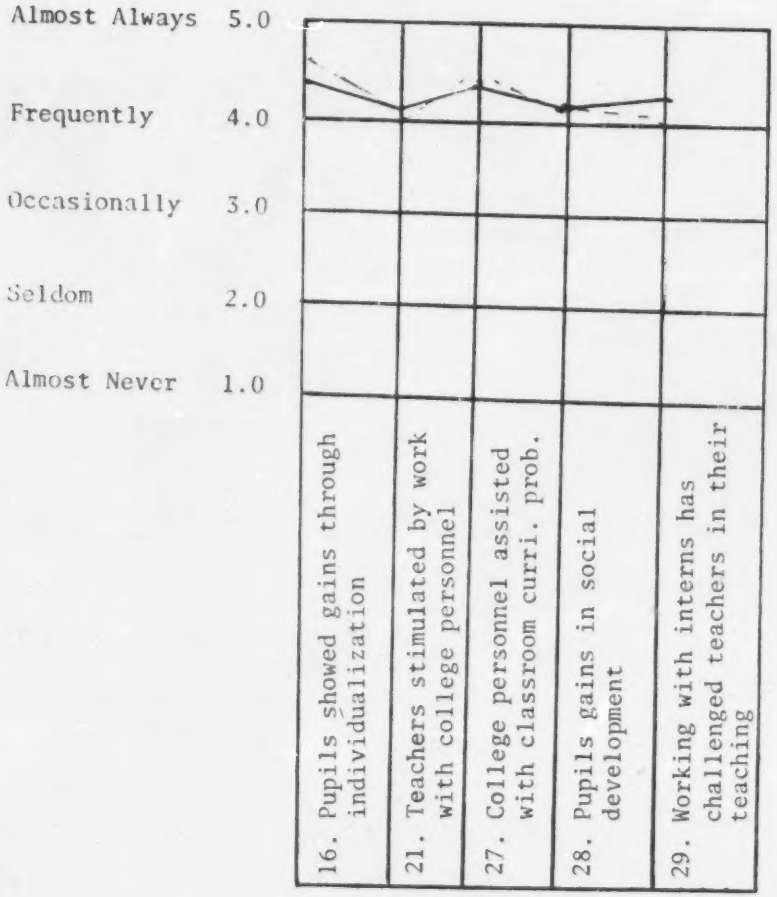

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching
-Total Population
---Individual School

TABLE 31

Category II: Value to University Students, Perceptions of Gaines School Teachers Compared to Perceptions of Total Population

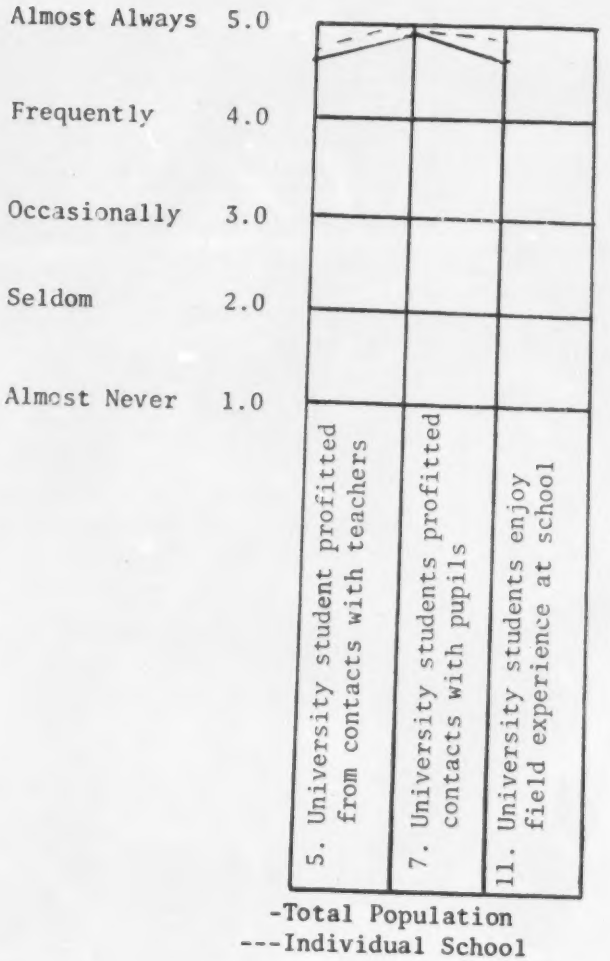


TABLE 32

Category III: Skill and Proficiency of Student Performance

Perceptions of Gaines School Teachers Compared to Perceptions of Total Population

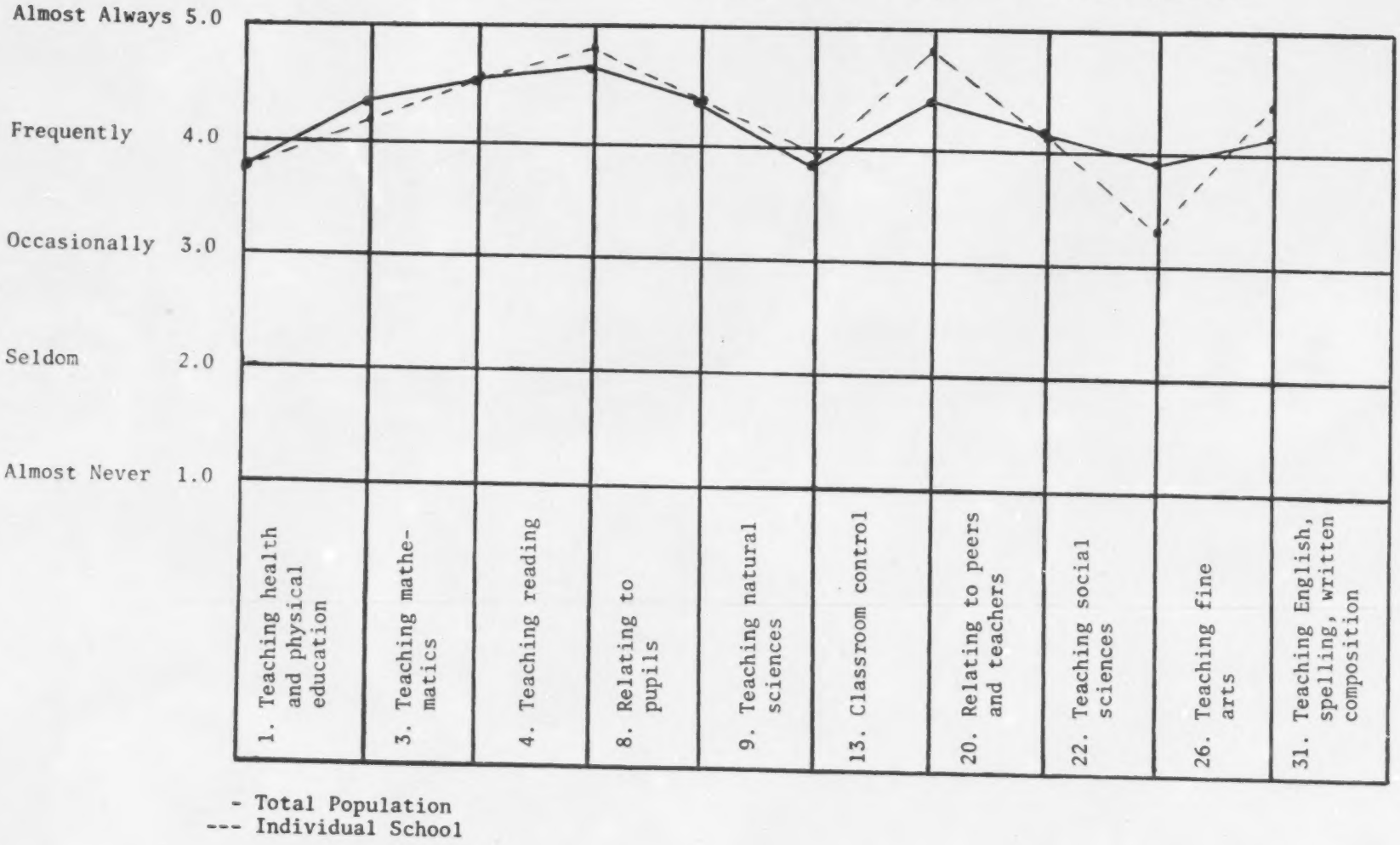


TABLE 33

Category IV: Management of Program, Perceptions of Gaines School Teachers Compared to Perceptions of Total Population

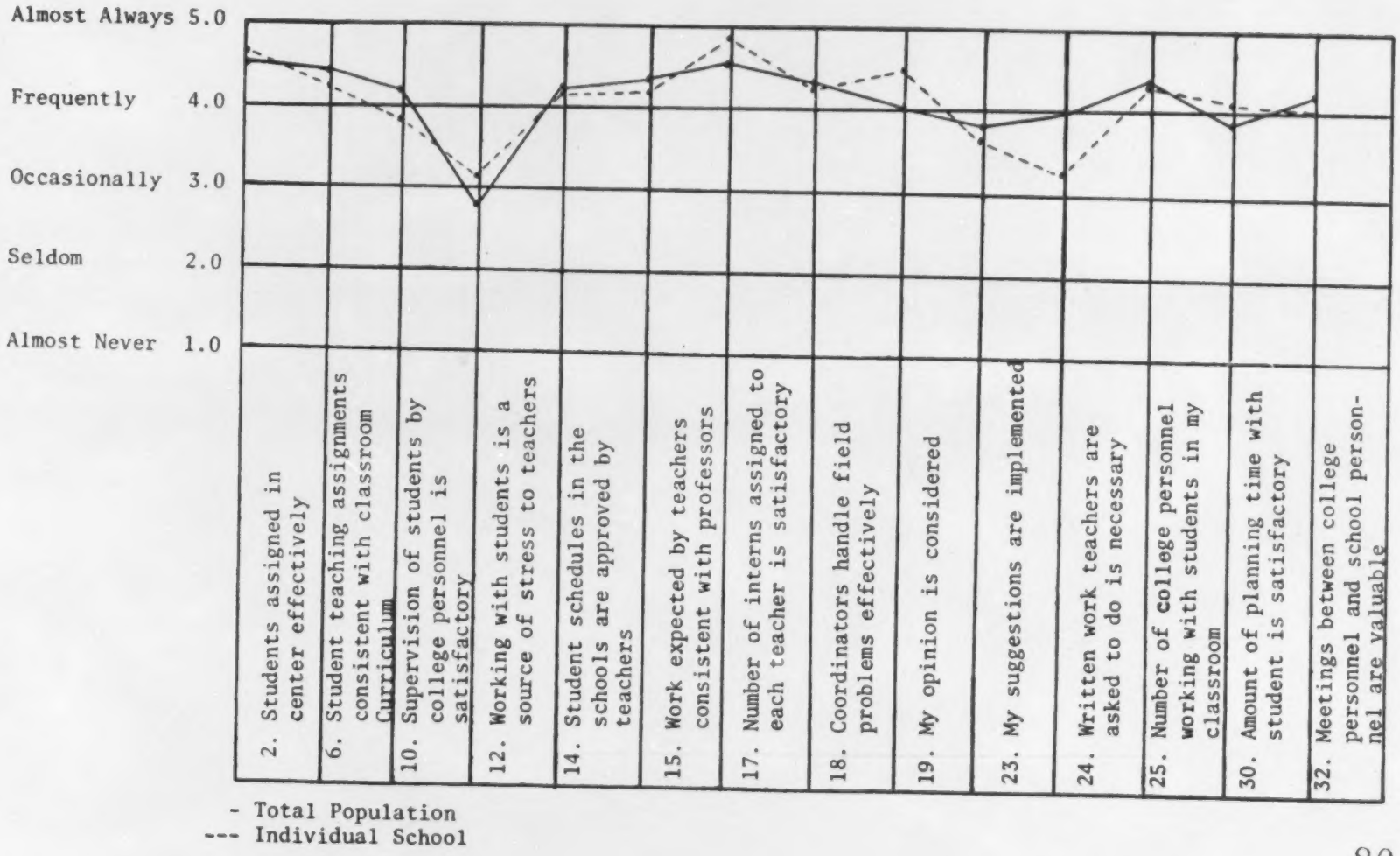

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 34

Category I: Value to Teachers and Pupils, Perceptions of Oconee School Teachers Compared to Perceptions of Total Population

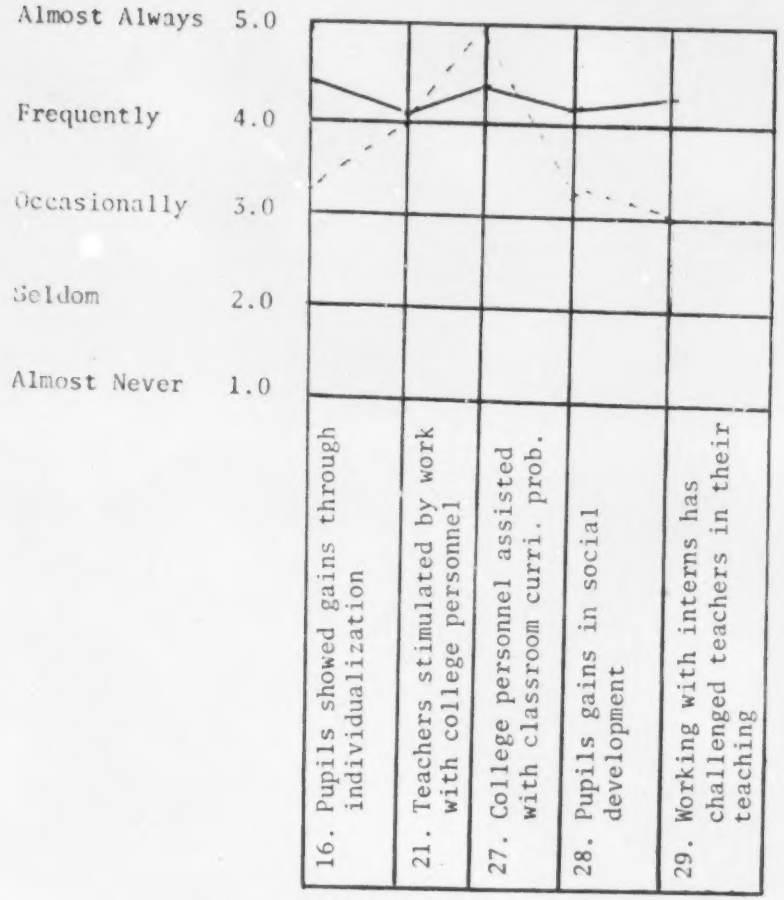

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching
-Total Population
---Individual School

TABLE 35

Category II: Value to University Students, Perceptions of Oconee School Teachers Compared to Perceptions of Total Population

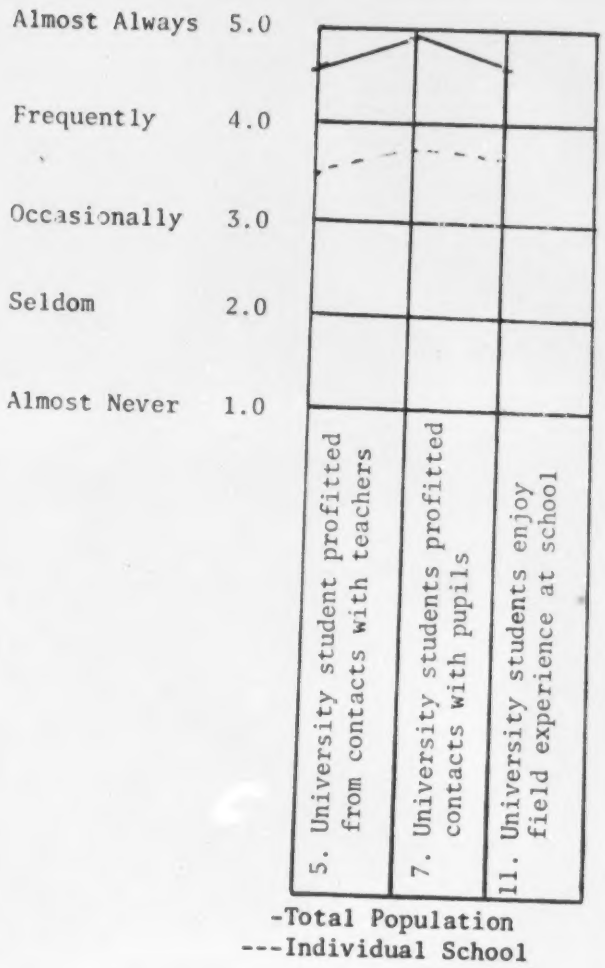


TABLE 36

Category III: Skill and Proficiency of Student Performance

Perceptions of Oconee School Teachers Compared to Perceptions of Total Population

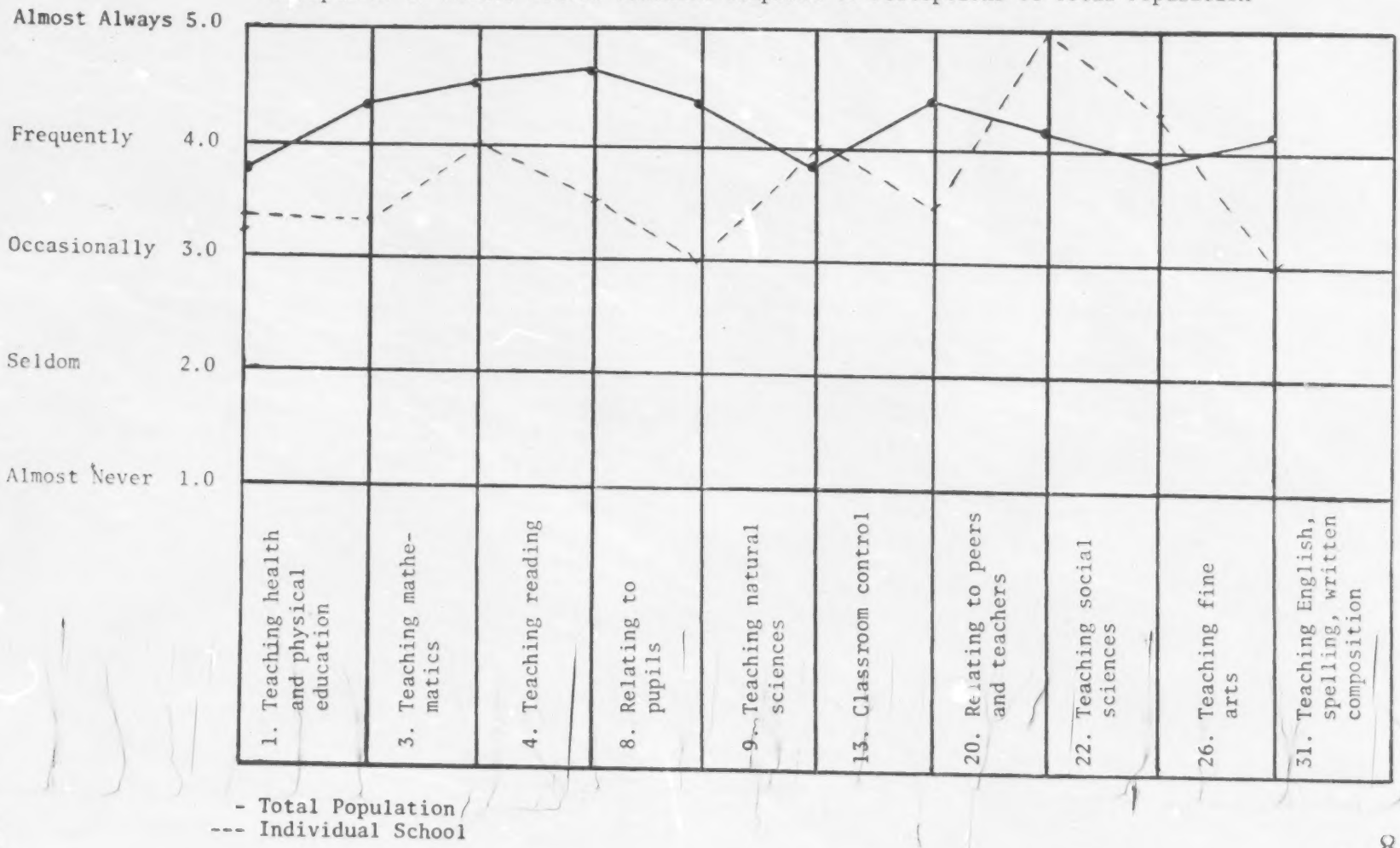


TABLE 37

Category IV: Management of Program, Perceptions of Oconee School Teachers Compared to Perceptions of Total Population

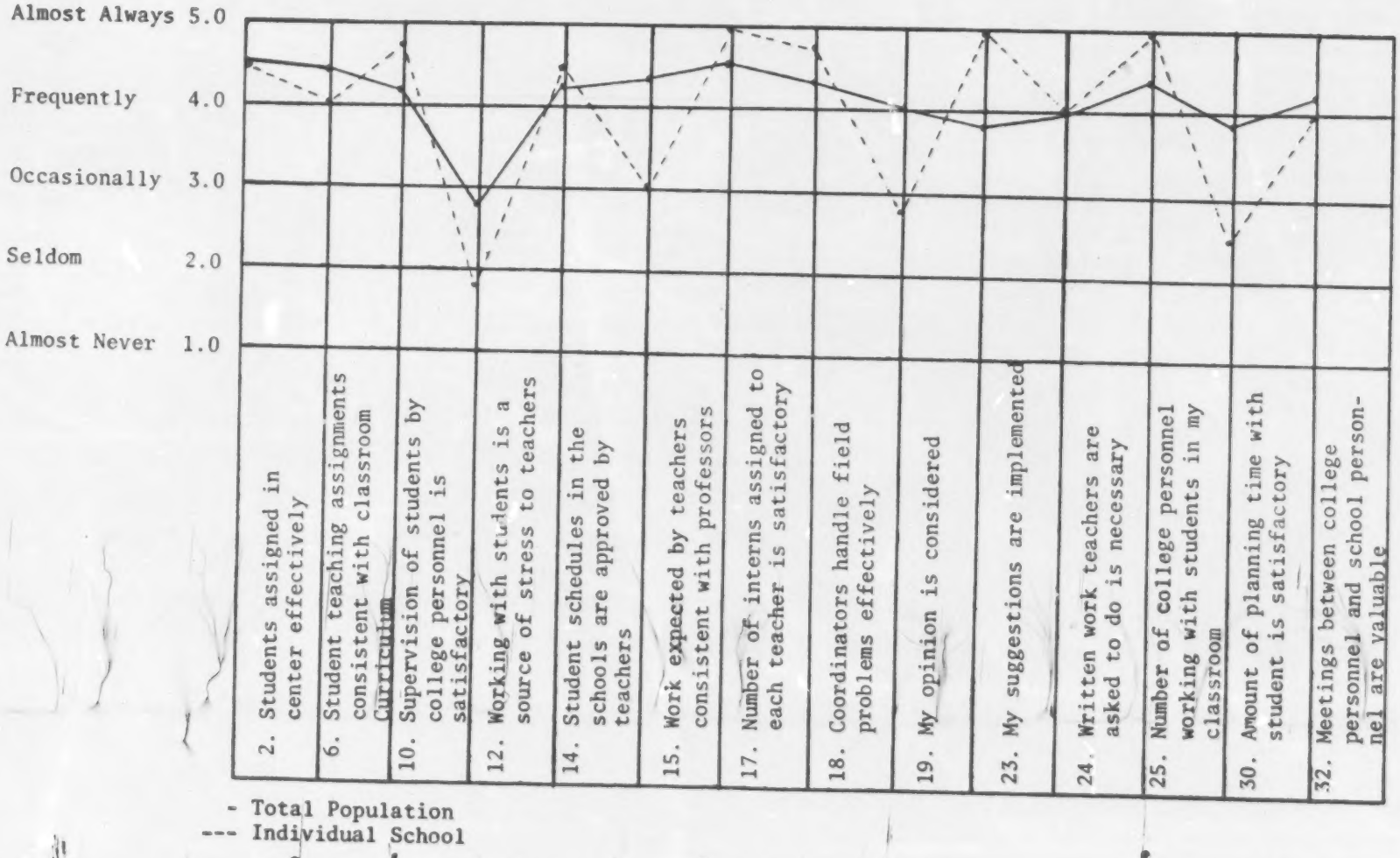

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 38

Category I: Value to Teachers and Pupils, Perceptions of Oglethorpe County School Compared to Perceptions of Total Population

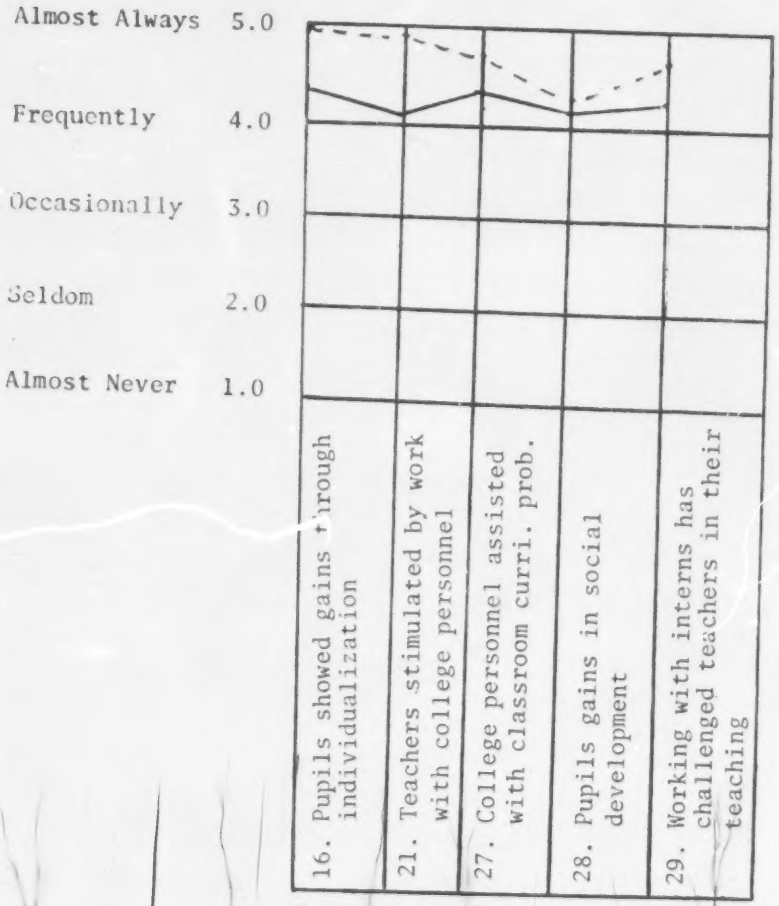

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching
-Total Population
---Individual School

TABLE 39

Category II: Value to University Students, Perceptions of Oglethorpe County School Teachers Compared to Perceptions of Total Population

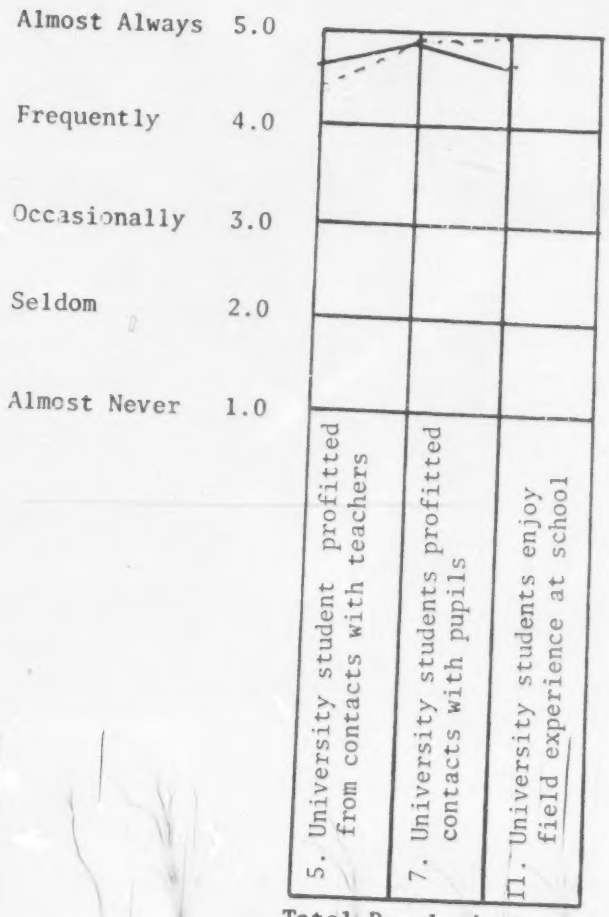


TABLE 40

Category III: Skill and Proficiency of Student Performance

Perceptions of Oglethorpe Co. Teachers Compared to Perceptions of Total Population

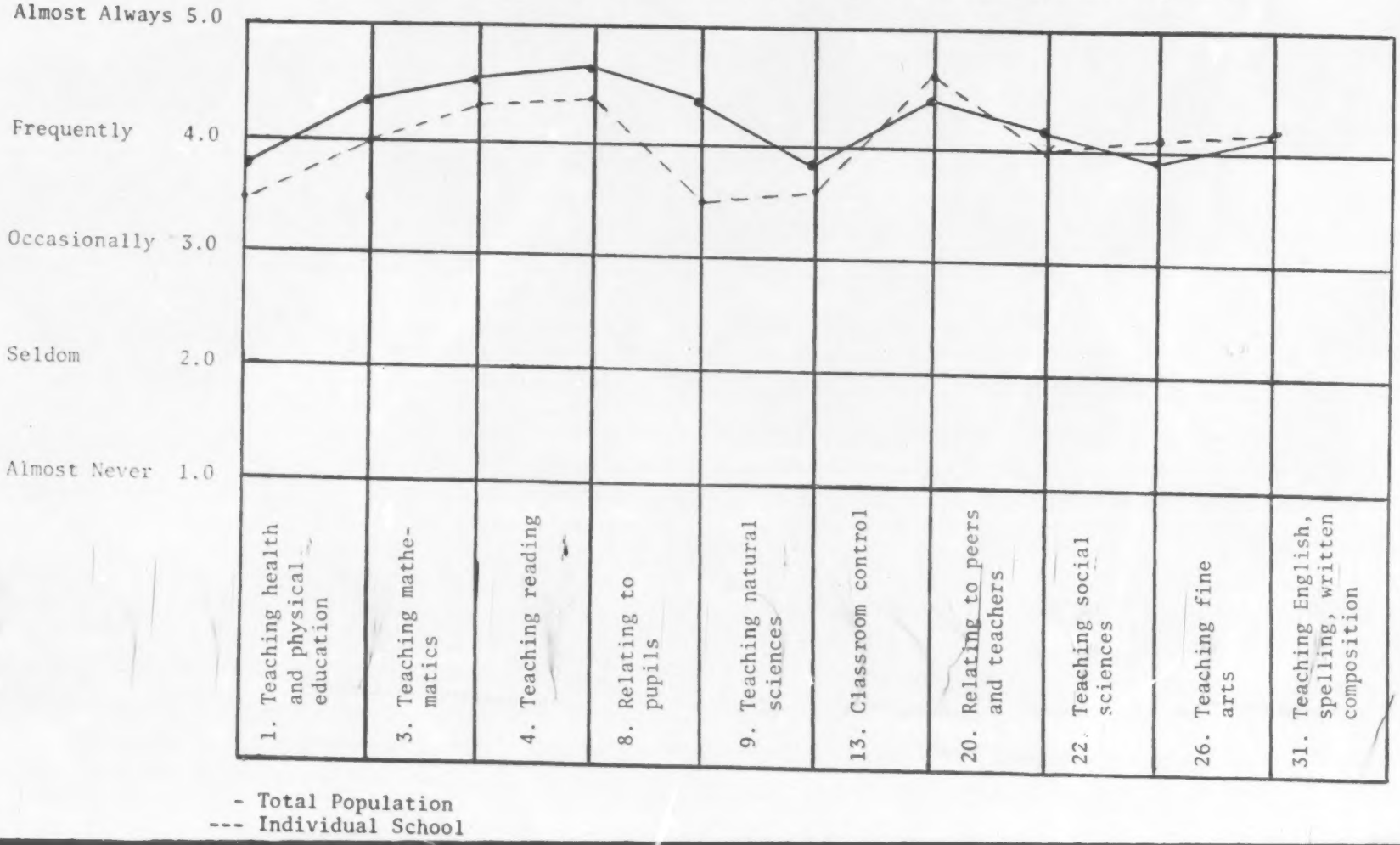


TABLE 41

Category IV: Management of Program, Perceptions of Oglethorpe County School Teachers Compared to Perceptions of Total Population

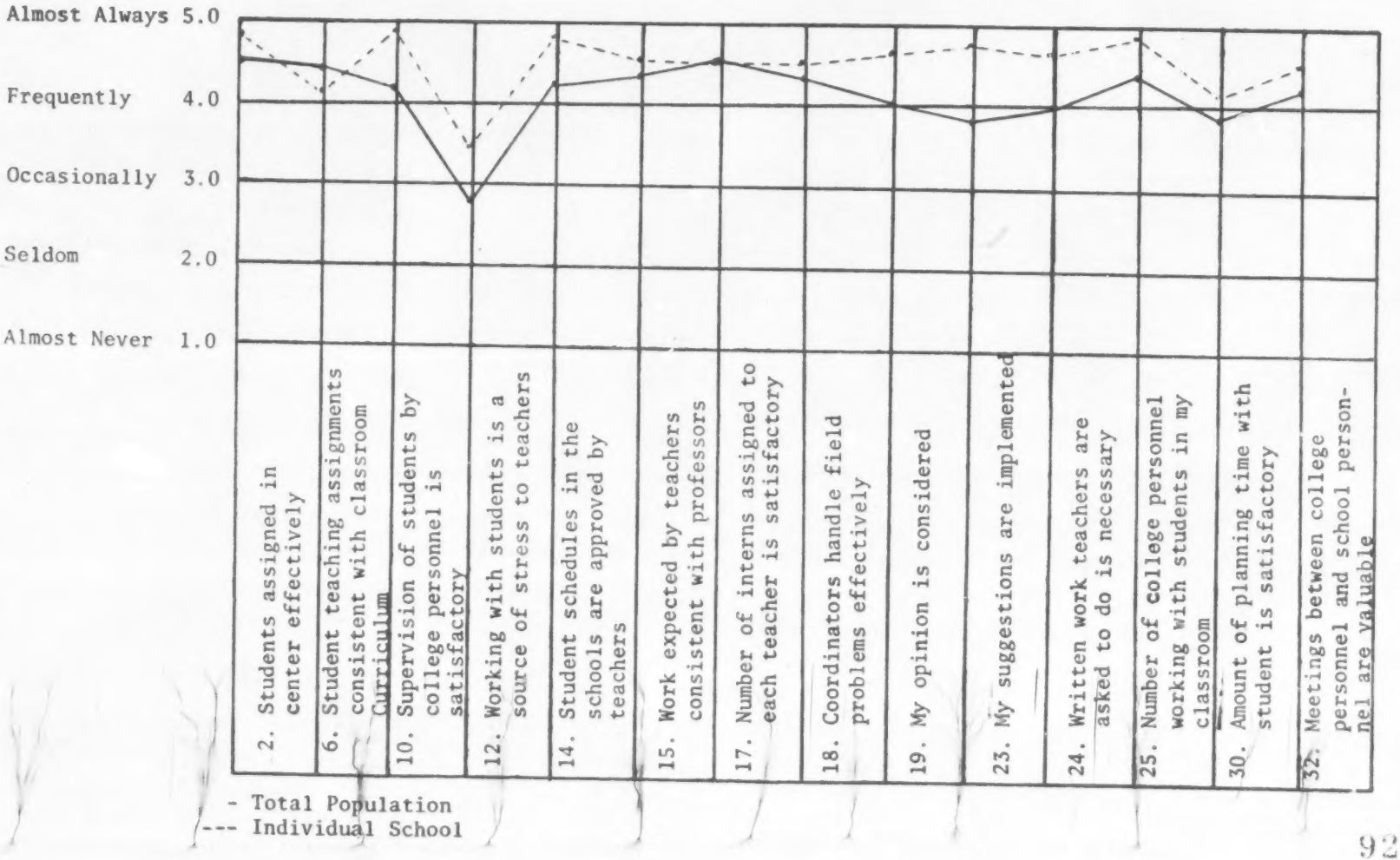
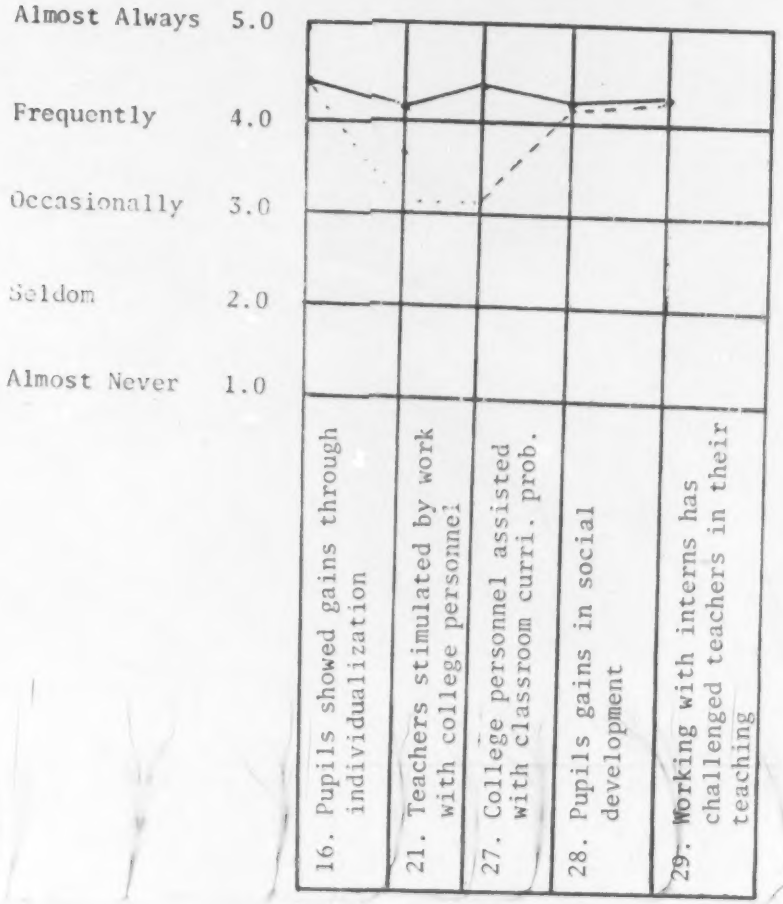

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 42

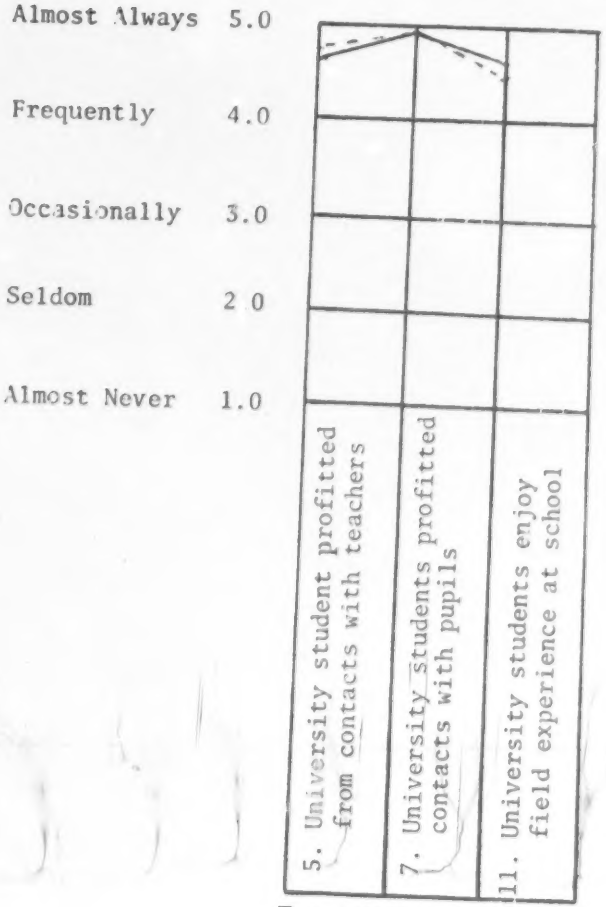
Category I: Value to Teachers and Pupils, Perceptions of Oglethorpe School Compared to Perceptions of Total Population


Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching

-Total Population
---Individual School

TABLE 43

Category II: Value to University Students, Perceptions of Oglethorpe School Teachers Compared to Perceptions of Total Population


Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2 0
Almost Never 1.0
5. University student profitted from contacts with teachers
7. University students profitted contacts with pupils
11. University students enjoy field experience at school

-Total Population
---Individual School

TABLE 44

Category III: Skill and Proficiency of Student Performance

Perceptions of Oglethorpe School Teachers Compared to Perceptions of Total Population

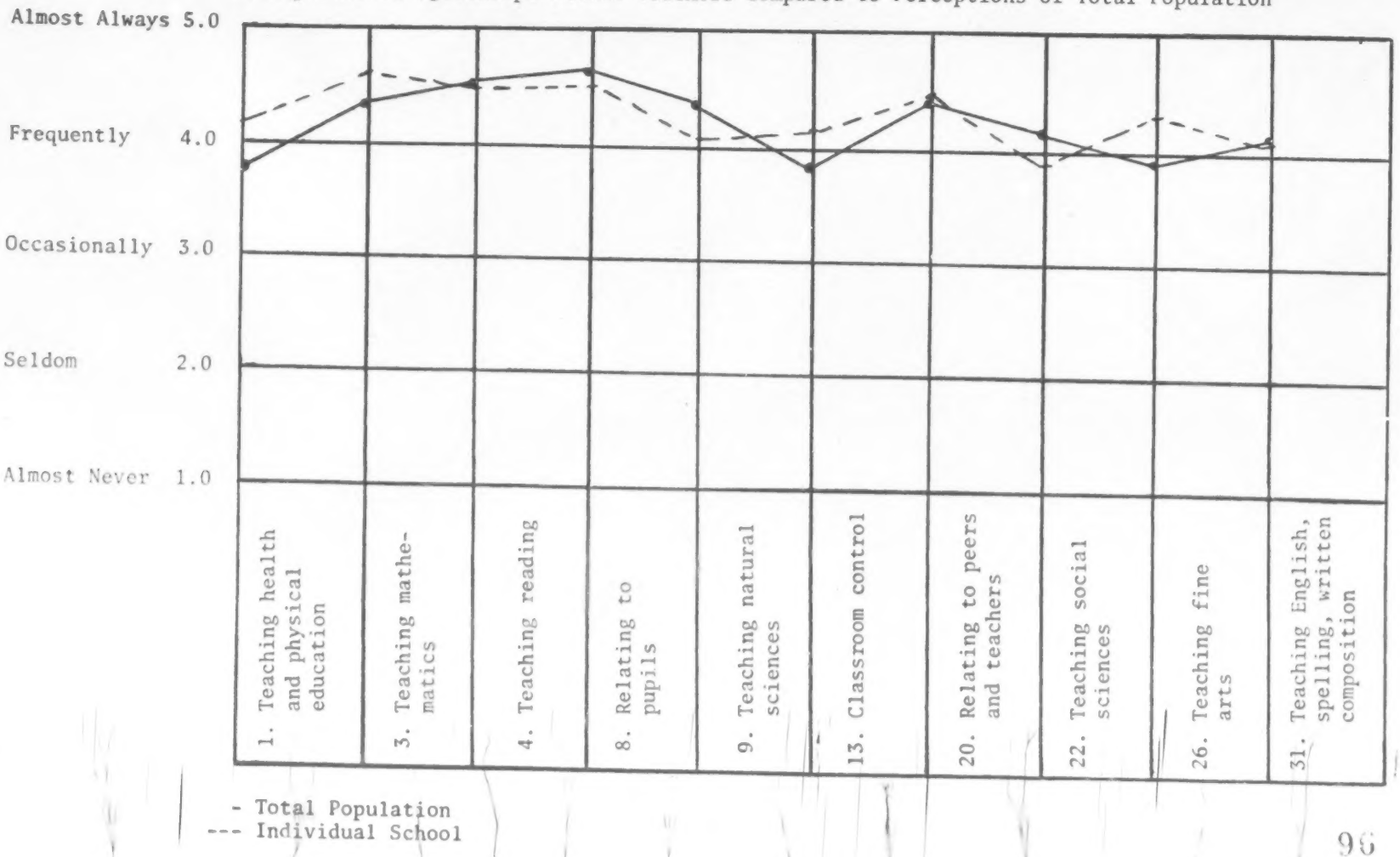


TABLE 45

Category IV: Management of Program, Perceptions of Oglethorpe School Teachers Compared to Perceptions of Total Population

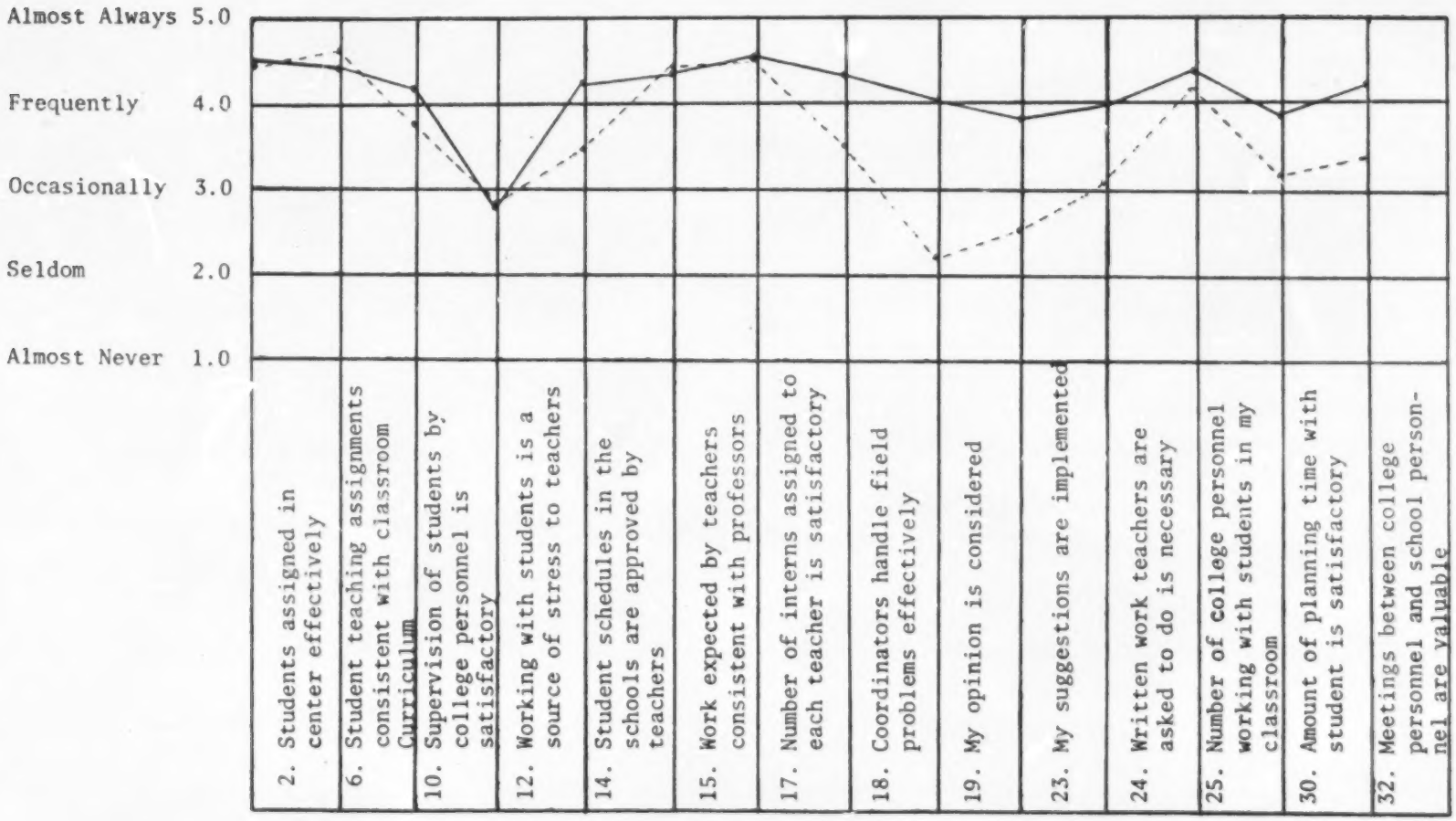
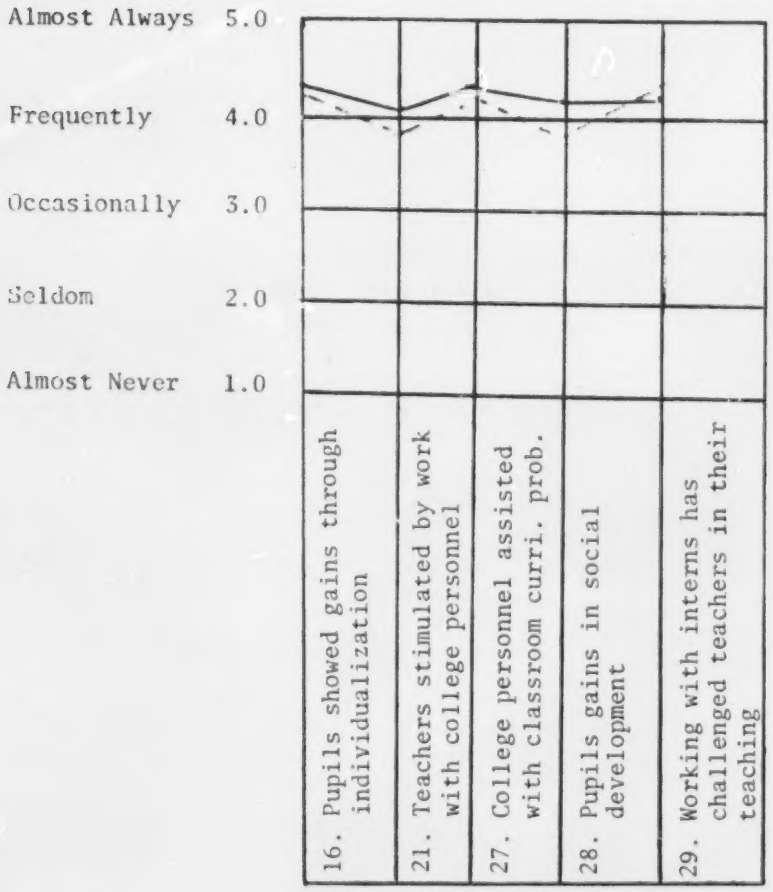

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 46

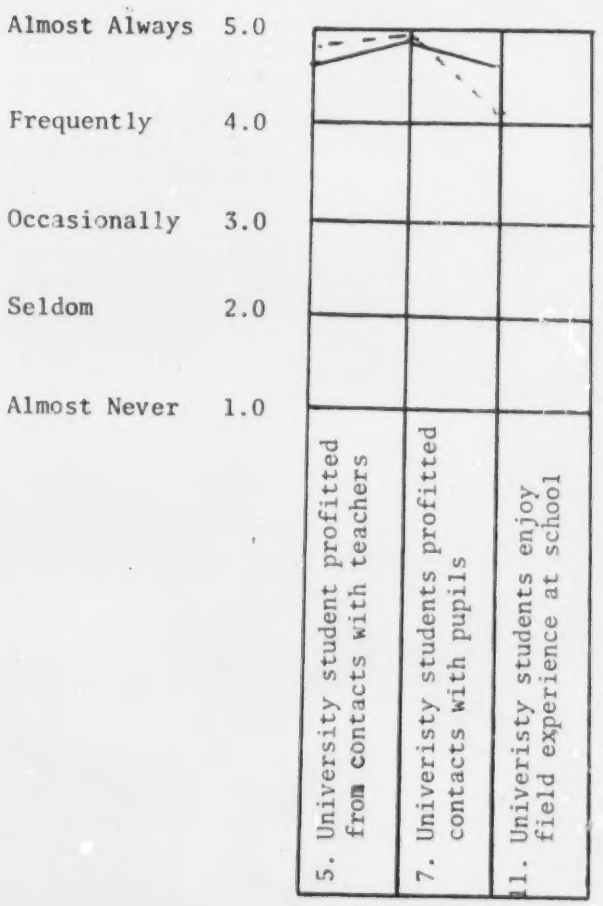
Category I: Value to Teachers and Pupils, Perceptions of West Broad School Teachers Compared to Perceptions of Total Population


Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching

-Total Population
---Individual School

TABLE 47

Category II: Value to University Students, Perceptions of West Broad School Teachers Compared to Perceptions of Total Population


Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
5. University student profitted from contacts with teachers
7. Univeristy students profitted contacts with pupils
1. Univeristy students enjoy field experience at school

-Total Population
---Individual School

TABLE 48

Category III: Skill and Proficiency of Student Performance

Perceptions of West Broad Teachers Compared to Perceptions of Total Population

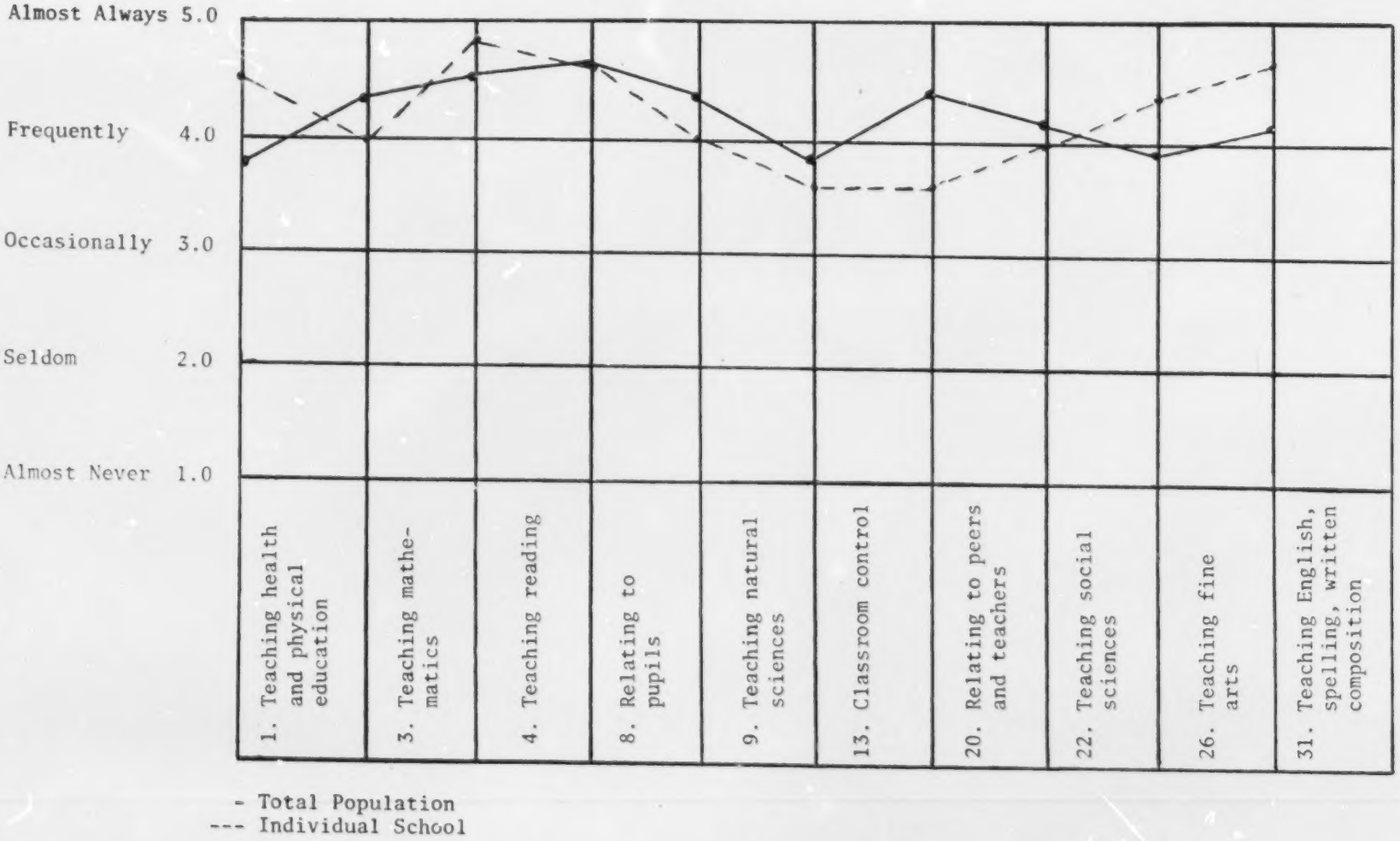


TABLE 49

Category IV: Management of Program, Perceptions of West Broad School Teachers Compared to Perceptions of Total Population

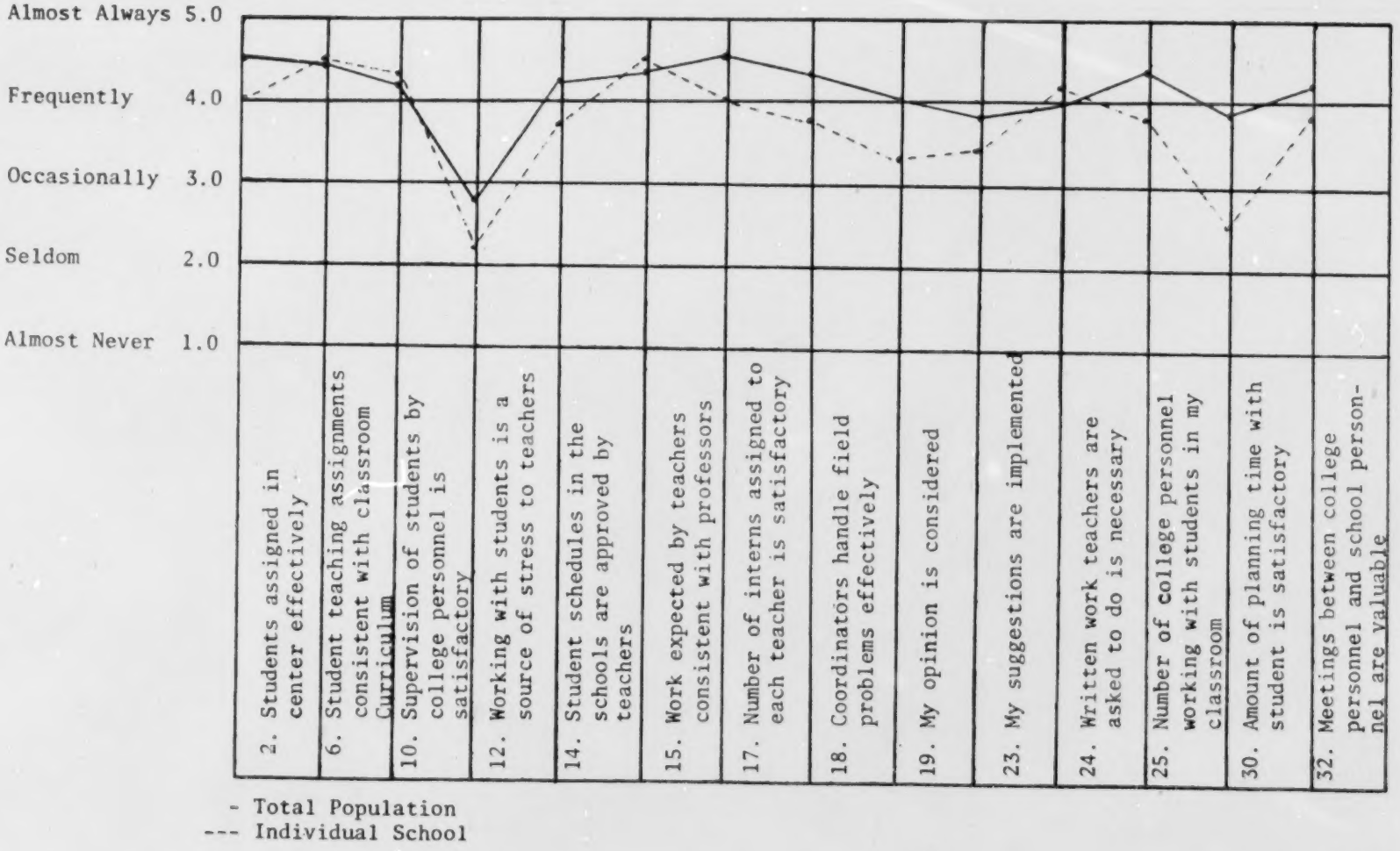

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

TABLE 50

Category I: Value to Teachers and Pupils, Perceptions of Whitehead Road School Compared to Perceptions of Total Population

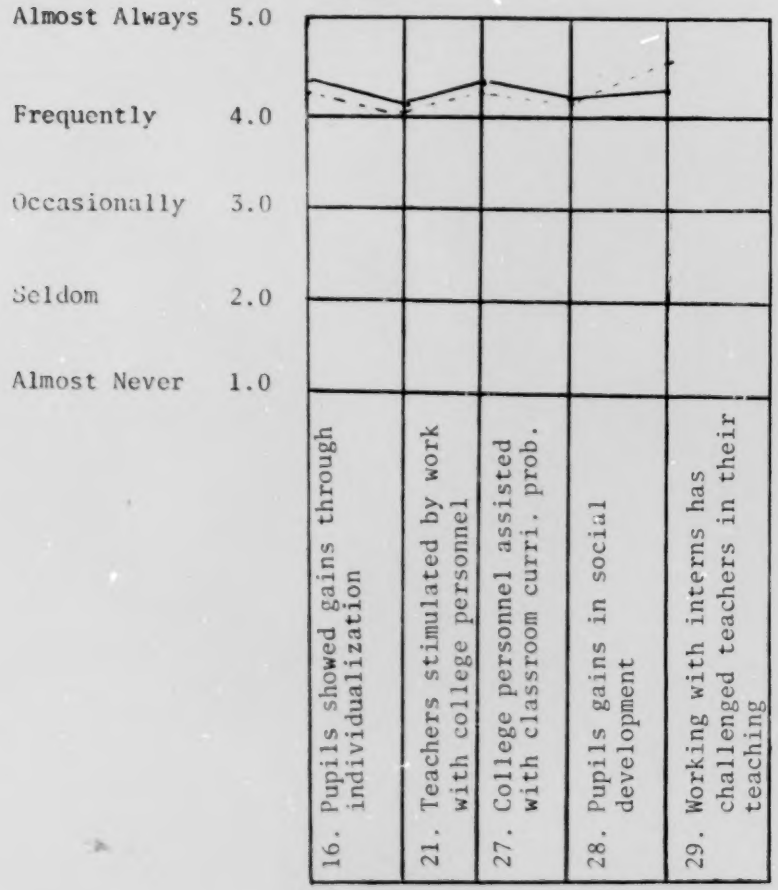

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching
-Total Population
---Individual School

TABLE 51

Category II: Value to University Students, Perceptions of Whitehead Road School Teachers Compared to Perceptions of Total Population

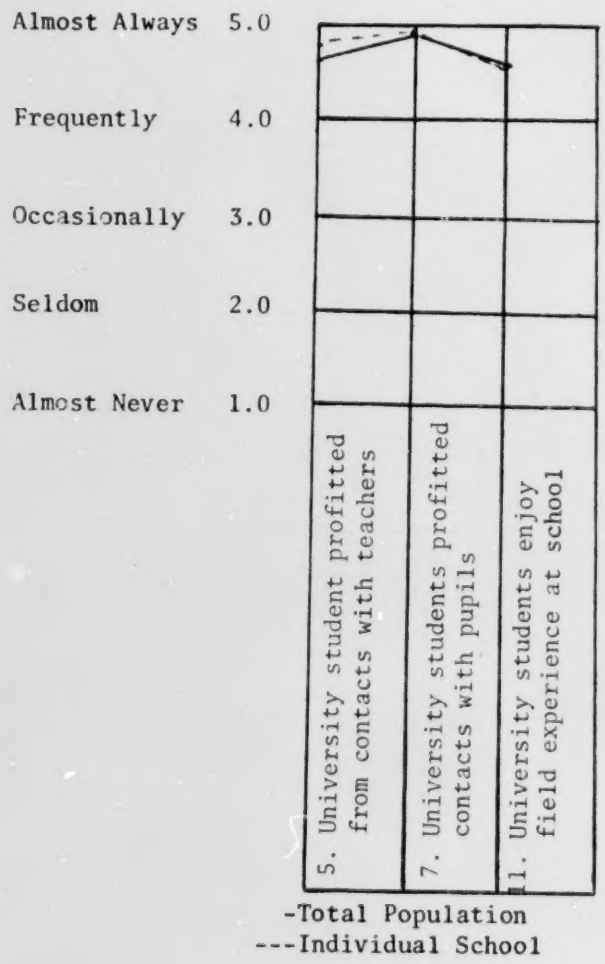


TABLE 52

Category III: Skill and Proficiency of Student Performance

Perceptions of Whitehead Road Teachers Compared to Perceptions of Total Population

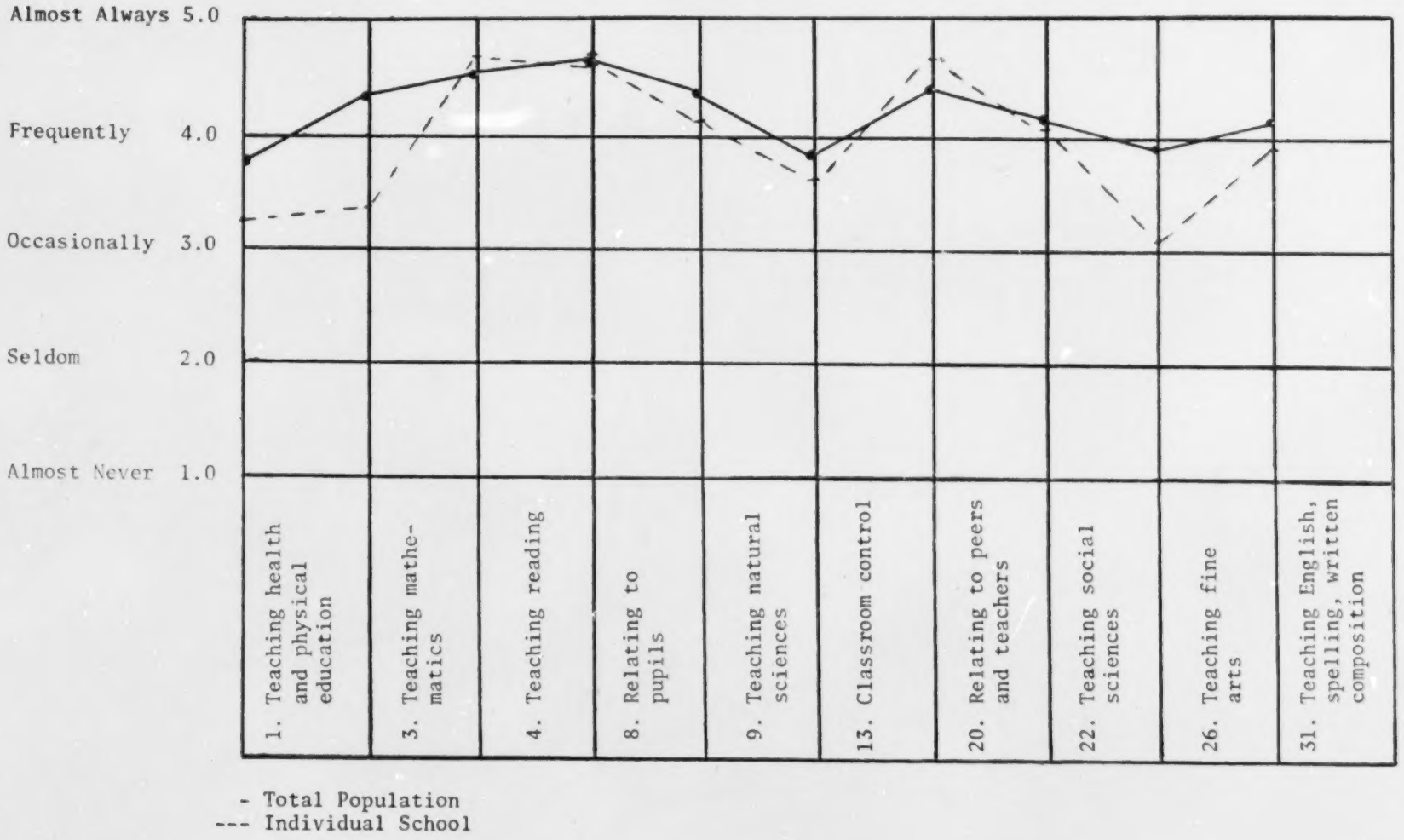
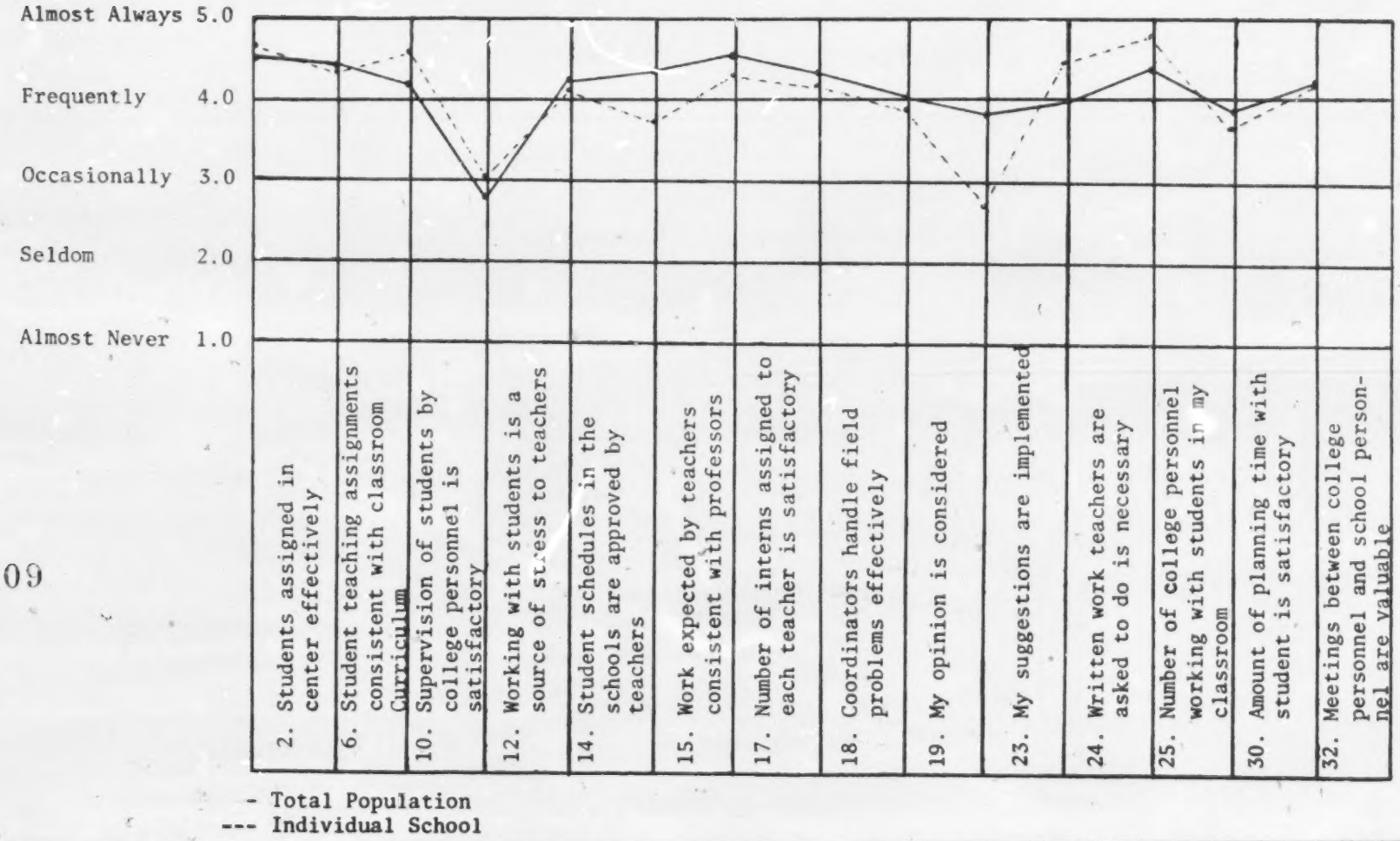
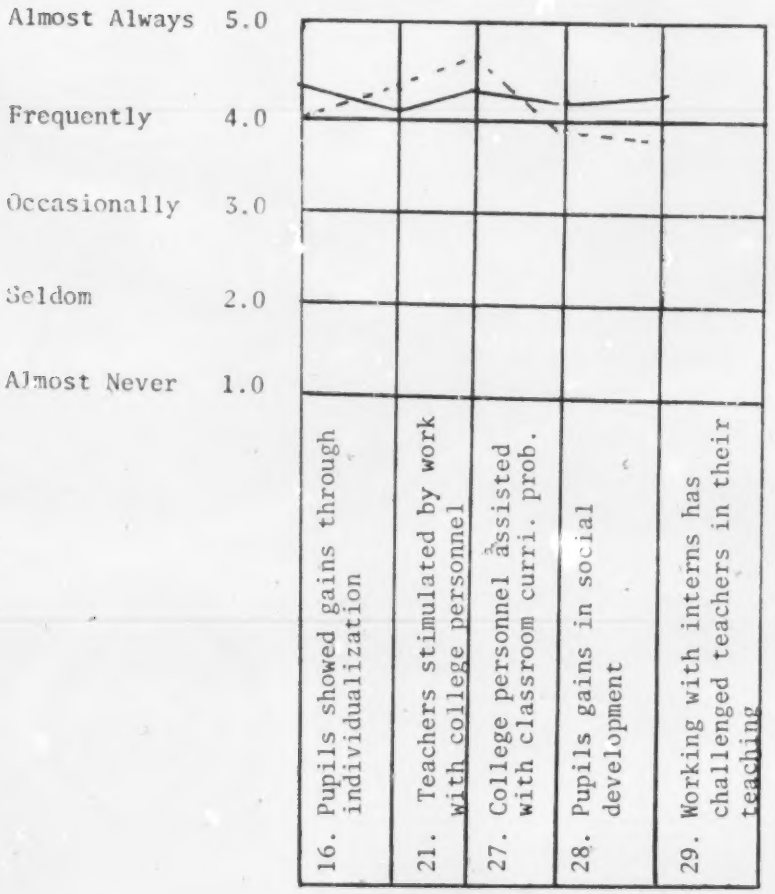


TABLE 53

Category IV: Management of Program, Perceptions of Whitehead Road School Teachers Compared to Perceptions of Total Population

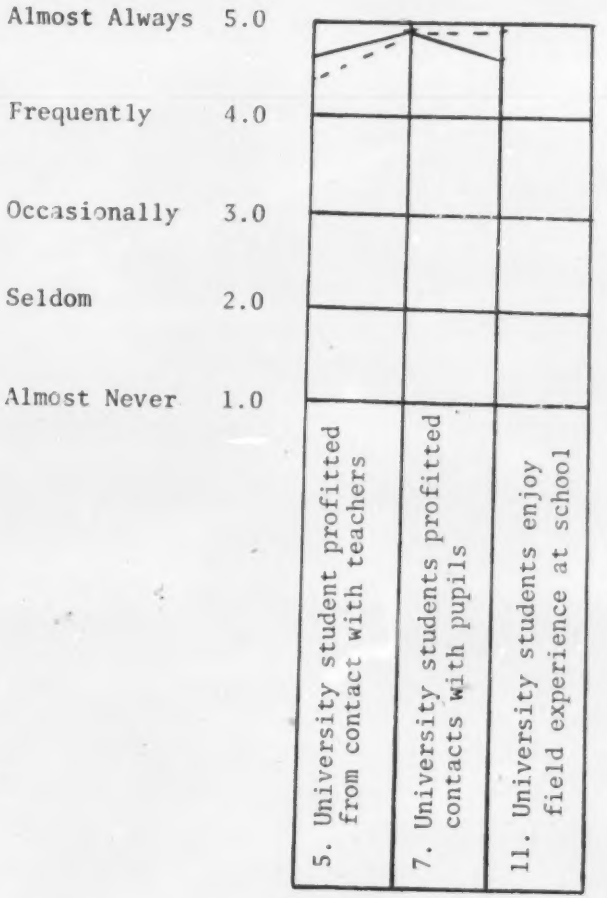

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

Category I: Value to Teachers and Pupils, Perceptions of Winterville School Compared to Perceptions of Total Population


Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
16. Pupils showed gains through individualization
21. Teachers stimulated by work with college personnel
27. College personnel assisted with classroom curri. prob.
28. Pupils gains in social development
29. Working with interns has challenged teachers in their teaching

-Total Population
---Individual School

Category II: Value to University Students, Perceptions of Winterville School Compared to Perceptions of Total Population

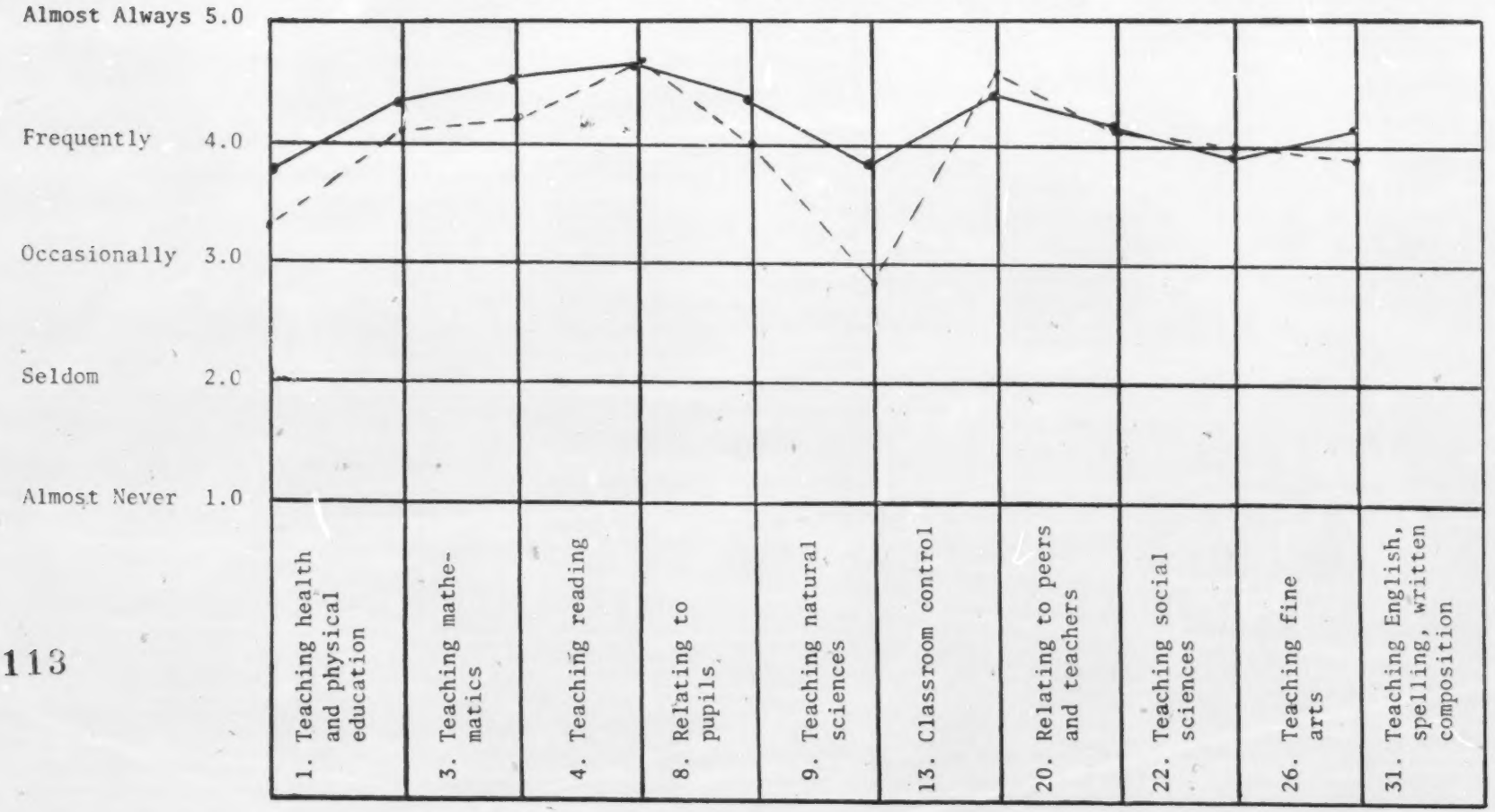

Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
5. University student profitted from contact with teachers
7. University students profitted contacts with pupils
11. University students enjoy field experience at school

-Total Population
---Individual School

TABLE 56

Category III: Skill and Proficiency of Student Performance

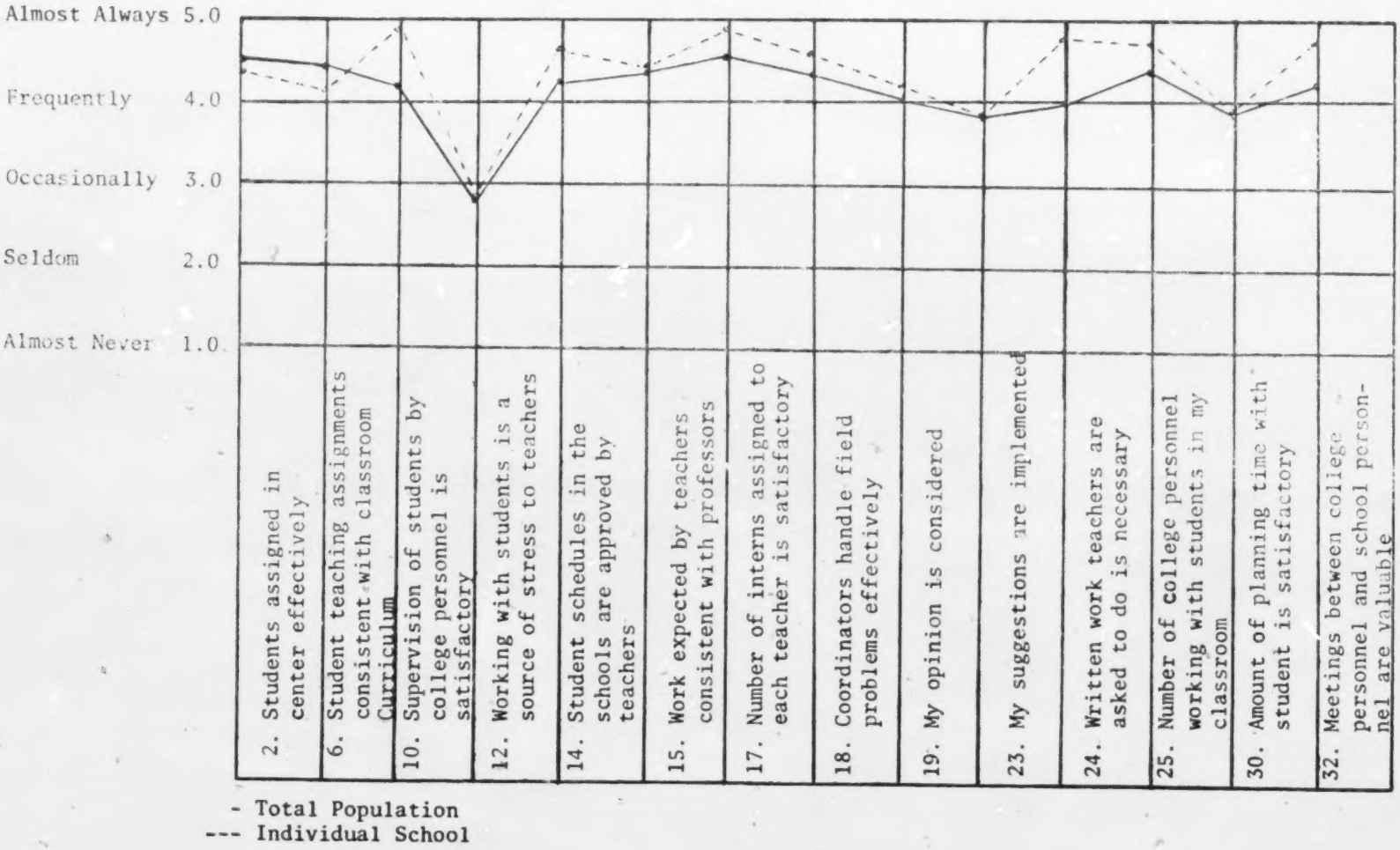
Perceptions of Winterville Teachers Compared to Perceptions of Total Population



- Total Population
--- Individual School

TABLE 57

Category IV: Management of Program, Perceptions of Winterville School Teachers Compared to Perceptions of Total Population


Almost Always 5.0
Frequently 4.0
Occasionally 3.0
Seldom 2.0
Almost Never 1.0
2. Students assigned in center effectively
6. Student teaching assignments consistent with classroom Curriculum
10. Supervision of students by college personnel is satisfactory
12. Working with students is a source of stress to teachers
14. Student schedules in the schools are approved by teachers
15. Work expected by teachers consistent with professors
17. Number of interns assigned to each teacher is satisfactory
18. Coordinators handle field problems effectively
19. My opinion is considered
23. My suggestions are implemented
24. Written work teachers are asked to do is necessary
25. Number of college personnel working with students in my classroom
30. Amount of planning time with student is satisfactory
32. Meetings between college personnel and school personnel are valuable
- Total Population
--- Individual School

Appendix D

Responses of Teachers from Individual Schools
Expressed in Means and Standard Deviations

TABLE 58
Means and Standard Deviations
of Responses of Teachers from
Individual Schools

Category I	Alps		Barnett Shoals		Barrow	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
16	4.58	.67	4.50	.85	4.33	.78
21	4.91	.30	3.89	1.27	4.17	1.12
27	5.00	.00	3.89	.78	4.44	.88
28	4.64	.81	4.30	1.16	4.08	.79
29	4.92	.29	3.90	1.45	4.50	.67

Category II	Alps		Barnett Shoals		Barrow	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
5	4.83	.39	4.89	.33	4.75	.45
7	5.00	.00	4.78	.67	4.83	.39
11	4.83	.39	4.44	.73	4.42	.79

Category III	Alps		Barnett Shoals		Barrow	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	4.27	.79	3.88	.64	4.00	.94
3	4.91	.30	4.44	.53	4.83	.39
4	4.73	.65	4.25	.71	4.58	.52
8	4.75	.45	4.00	.50	4.50	.52
9	4.46	.69	4.44	.73	4.27	.79
13	4.33	.99	3.20	1.23	3.67	1.16
20	4.75	.45	4.33	.87	4.50	.52
22	4.55	.82	4.33	.70	4.09	.70
26	4.42	.79	3.60	.84	3.86	1.07
31	4.73	.65	4.00	.93	4.33	.65

Category IV	Alps		Barnett Shoals		Barrow	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
2	4.92	.29	4.44	.73	4.42	.79
6	4.91	.30	4.20	.92	4.25	.75
10	5.00	.00	3.11	.60	3.42	1.17
12	2.92	.90	2.20	1.32	2.20	.92
14	4.92	.29	3.70	1.25	4.46	.82
15	4.91	.30	3.80	.79	4.58	.79
17	5.00	.00	4.44	1.13	4.08	1.38
18	5.00	.00	3.67	.87	4.33	.78
19	5.00	.00	3.75	1.17	4.17	1.27
23	4.91	.30	3.56	.73	3.90	1.29
24	4.46	.82	3.10	.99	4.25	1.22
25	5.00	.00	3.70	1.16	3.82	1.17
30	5.00	.00	3.30	1.57	3.25	1.42
32	4.91	.30	4.33	1.12	4.33	.87

TABLE 59
Means and Standard Deviations
of Responses of Teachers from
Individual Schools

Category I	Burney Harris		Chase		Gaines	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
16	4.38	.74	4.73	.47	4.70	.47
21	4.33	1.00	4.64	.51	4.00	1.12
27	4.57	.79	4.80	.42	4.47	.72
28	4.00	.58	4.40	.70	4.21	.98
29	4.33	.87	4.46	.82	4.00	1.20

Category II	Burney Harris		Chase		Gaines	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
5	4.57	.54	4.50	.53	4.75	.44
7	4.75	.46	4.90	.32	4.90	.31
11	4.33	1.32	4.82	.41	4.85	.37

Category III	Burney Harris		Chase		Gaines	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
1			2.50	1.52	3.67	1.14
3	4.20	.84	4.70	.48	4.21	.54
4	4.00	1.00	4.40	.70	4.45	.61
8	4.75	.46	4.64	.51	4.80	.41
9	4.33	.58	4.55	.52	4.37	.68
13	3.67	.87	3.91	.54	3.90	.64
20	4.38	.52	4.73	.47	4.75	.55
22	4.25	.50	4.73	.47	4.15	.81
26	4.00	.00	3.88	1.36	3.31	1.38
31	4.33	1.16	4.25	.71	4.44	1.04

Category IV	Burney Harris		Chase		Gaines	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
2	4.63	.74	4.73	.47	4.65	.59
6	4.89	.33	4.80	.42	4.35	.81
10	4.00	1.73	4.55	.69	3.90	.91
12	3.22	1.09	2.78	1.48	3.11	.83
14	4.11	1.36	4.70	.42	4.20	1.01
15	4.60	.55	4.36	1.21	4.20	.83
17	4.44	.73	5.00	.00	4.85	.37
18	4.63	.52	4.55	.69	4.30	.73
19	4.38	1.41	4.64	.51	4.47	.70
23	4.00	.82	4.29	.49	3.70	1.13
24	4.00	1.00	4.60	.70	3.32	1.20
25	4.29	1.50	4.27	1.19	4.40	.82
30	3.56	1.74	4.09	1.14	4.10	1.17
32	4.22	1.39	4.64	.67	4.00	1.33

TABLE 60

Means and Standard Deviations of Responses of Teachers from Individual Schools

Category I	Fowler Drive		Oconee		Oglethorpe County	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
16	4.67	.52	3.25	1.50	5.00	.00
21	3.83	.75	4.00	1.16	4.86	.38
27	4.40	.89	5.00	.00	4.83	.41
28	4.33	.82	3.25	1.50	4.29	.49
29	3.83	1.17	3.00	2.31	4.71	.76

Category II	Fowler Drive		Oconee		Oglethorpe County	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
5	4.67	.52	3.50	.58	4.43	.79
7	5.00	.00	3.75	.96	4.86	.38
11	4.50	.84	3.67	1.16	5.00	.00

Category III	Fowler Drive		Oconee		Oglethorpe County	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	3.50	.84	3.25	1.26	3.50	1.92
3	4.50	.55	3.25	1.26	4.00	.82
4	4.50	.55	4.00	1.16	4.33	.82
8	4.83	.41	3.50	1.00	4.43	.79
9	4.17	.41	3.00	.00	3.50	2.12
13	3.83	.75	4.00	.82	3.57	.79
20	4.83	.41	3.50	1.00	4.57	.54
22	4.00	.63	5.00	.00	4.00	.71
26	3.60	1.14	4.33	1.16	4.17	.98
31	3.75	.50	3.00	1.16	4.17	.41

Category IV	Fowler Drive		Oconee		Oglethorpe County	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
2	4.50	.55	4.50	.71	4.83	.41
6	4.33	.52	4.00	1.16	4.14	.69
10	4.00	.89	4.75	.50	4.86	.38
12	3.00	.89	1.75	.50	3.47	.54
14	4.17	.75	4.50	.71	4.83	.41
15	4.33	.52	3.00	1.15	4.57	.54
17	4.67	.52	5.00	.00	4.57	.79
18	4.67	.52	4.75	.50	4.57	.54
19	3.67	.82	2.75	1.50	4.71	.49
23	3.67	.82	5.00	.00	4.75	.50
24	4.17	.98	4.00	1.41	4.71	.76
25	4.33	.82	5.00	.00	4.86	.38
30	4.17	.75	2.50	1.73	4.14	1.22
32	3.60	.89	4.00	1.16	4.57	.54

TABLE 61
Means and Standard Deviations
of Responses of Teachers from
Individual Schools

Category I	Oglethorpe		West Broad		Whitehead	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
16	4.41	.71	4.20	.84	4.18	.87
21	3.06	1.53	3.80	1.64	4.00	1.05
27	3.09	1.45	4.20	.84	4.33	1.12
28	4.24	1.09	3.80	.84	4.22	1.20
29	4.25	1.13	4.40	1.34	4.60	.52

Category II	Oglethorpe		West Broad		Whitehead	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
5	4.77	.56	4.80	.45	4.82	.41
7	4.88	.49	5.00	.00	5.00	.00
11	4.53	.80	4.60	.89	4.73	.47

Category III	Oglethorpe		West Broad		Whitehead	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
1	4.18	1.13	4.50	.71	3.20	1.48
3	4.56	.73	4.00	1.00	3.25	1.58
4	4.50	.82	4.75	.50	4.73	.47
8	4.47	.87	4.60	.55	4.64	.51
9	4.07	.88	4.00	.71	4.20	.79
13	4.19	.75	3.60	.89	3.55	1.57
20	4.53	1.18	3.60	1.34	4.67	.50
22	3.94	1.06	4.00	1.00	4.11	.93
26	4.25	.93	4.40	.89	3.14	1.57
31	4.06	.93	4.67	.58	3.88	.64

Category IV	Oglethorpe		West Broad		Whitehead	
Item	Mean	S.D.	Mean	S.D.	Mean	S.D.
2	4.50	.94	4.00	1.00	4.64	.51
6	4.65	.61	4.60	.55	4.46	1.21
10	3.77	1.03	4.40	.55	4.64	.51
12	2.82	1.07	2.33	.58	3.00	1.16
14	3.47	1.89	3.80	1.79	4.14	1.57
15	4.44	1.03	4.60	.55	3.73	1.79
17	4.50	.89	4.00	1.41	4.46	.69
18	3.53	1.36	3.80	1.30	4.30	.82
19	2.31	1.4[illegible]	3.40	1.34	3.89	1.76
23	2.60	1.27	3.50	1.73	2.67	1.21
24	3.06	1.24	4.20	.84	4.50	.71
25	4.19	1.22	3.80	1.79	4.80	.42
30	3.25	1.69	2.60	.89	3.70	1.57
32	3.44	1.26	3.80	1.30	4.30	.95

TABLE 62

Means and Standard Deviations of Responses of Teachers from Individual Schools

Category I	Winterville	
Item	Mean	S.D.
16	4.00	1.00
21	4.44	.73
27	4.67	.50
28	3.88	.99
29	3.78	.83

Category II	Winterville	
Item	Mean	S.D.
5	4.44	.73
7	4.89	.33
11	4.89	.33

Category III	Winterville	
Item	Mean	S.D.
1	3.29	.95
3	4.11	.78
4	4.22	.97
8	4.67	.71
9	4.00	1.07
13	2.78	.67
20	4.56	.73
22	4.11	.73
26	4.00	.93
31	3.86	.69

Category IV	Winterville	
Item	Mean	S.D.
2	4.44	.88
6	4.11	1.36
10	4.89	.33
12	2.77	1.00
14	4.67	.50
15	4.44	.73
17	4.89	.33
18	4.56	.53
19	4.25	.89
23	3.83	1.17
24	4.75	.71
25	4.67	.71
30	3.89	1.45
32	4.75	.46

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